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ABSTRACT

This report describes Phase II of a Career Development Project that was conducted by the Central Kansas Area Vocational Technical School. The project has two main goals: (1) to help the student become aware of self and world of work, thereby enabling him to make life career decisions; and (2) to assist the student to relate basic educational curriculum to life career development. The target population includes K-12 students, teachers, and counselors. Developmental objectives, performance objectives, activities, and criterion measures relevant to each of the two goals are discussed in length. These objectives involve the areas of self-awareness, knowledge of occupations and careers, the relationship between careers and life styles, the relationship between education and careers, attitudes towards work, and self-understanding. An appendix contains the instruments used for criteria measure, and sample units and activities. (RWP)

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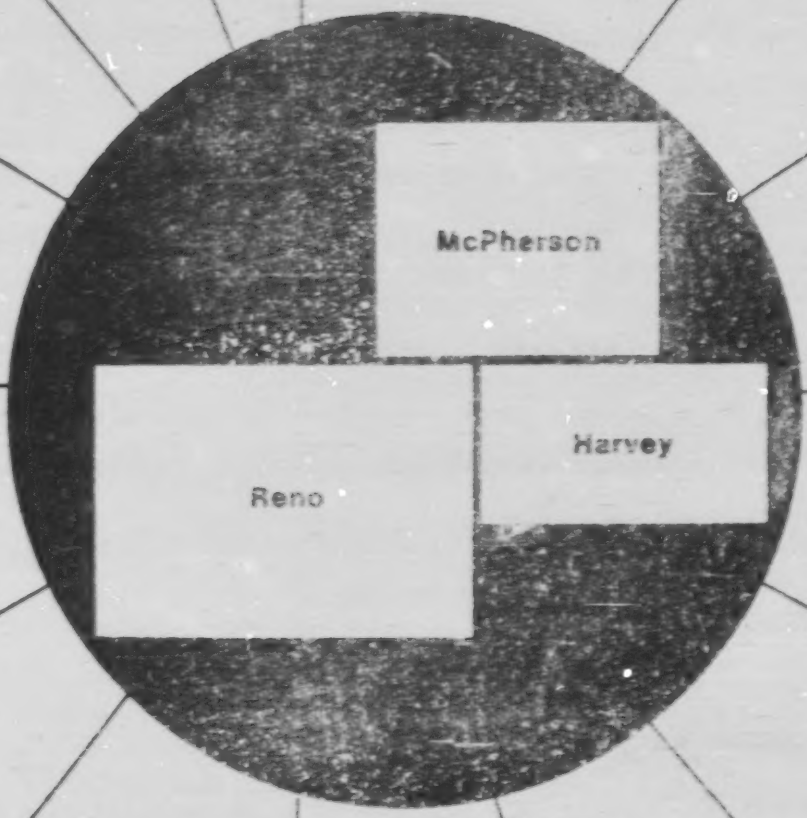

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CKAVTS GUIDANCE AND COUNSELING CAREER DEVELOPMENT PROJECT

Report of Phase Two

1972-1973 School Year

Submitted to
KANSAS STATE DEPARTMENT OF EDUCATION
DIVISION OF GUIDANCE AND PUPIL PERSONNEL SERVICES SECTION

under the
Elementary, Secondary Education Act of 1965
Public Law 91-230
Title III

By

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ACKNOWLEDGEMENTS

We would like to acknowledge the continued support and encouragement of the CKAVTS Area Board of Control and the CKAVTS Administrative Council; the Title III Advisory Council; and the Kansas State Department of Education--Division of Guidance and Pupil Personnel Services.

Special appreciation is extended Thomas C. Henley, Education Program Specialist of the Guidance Section of K.S.D.E., and to Helen Rodebaugh for her assistance with the statistical analysis of the data.

" . . . . We must decide what manner of men we wish to be and what calling in life we would follow, and this is the most difficult problem in the world."
-- Cicero

In an effort to assist students with this most difficult task activities and concepts were expanded during PHASE II of the Career Development Project conducted by the Central Kansas Area Vocational Technical School.

The goals revised prior to beginning Phase II of the CKAVTS Career Development Project were as follows:

GOAL I: THE STUDENT WILL BECOME AWARE OF SELF AND WORLD OF WORK THAT WILL ENABLE HIM TO MAKE LIFE CAREER DECISIONS.

and

GOAL II: THE STUDENT WILL BE ABLE TO RELATE BASIC EDUCATION CURRICULUM INTO LIFE CAREER DEVELOPMENT.

Our original definition of career development as SELF development over the life span through education, work and leisure remains unchanged. A complete discussion of goals, objectives, project activities and the results of criterion measures begins on page eight of this report.

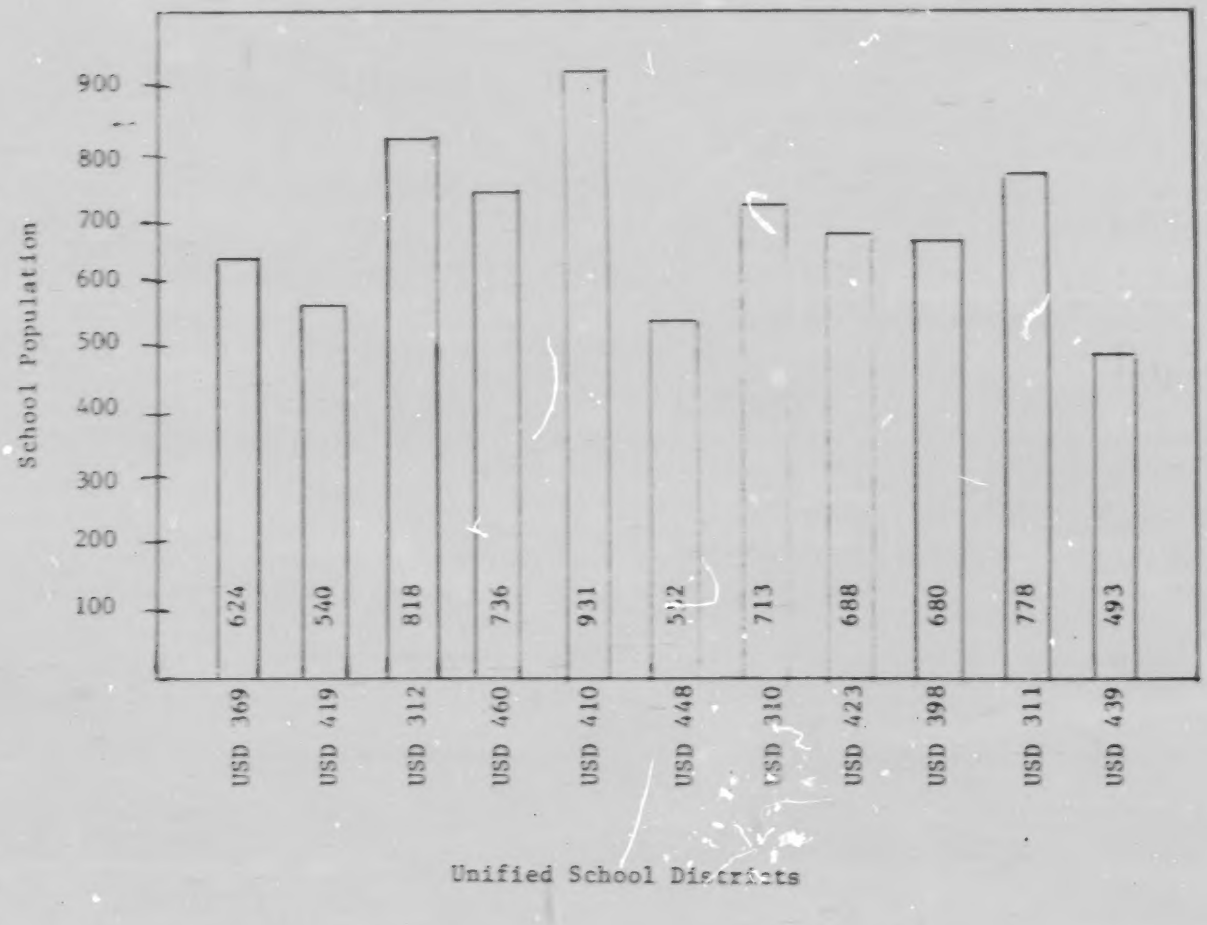
One of the ideas stressed in occupational orientation is that all jobs can be generally classified in one of three categories--data, people, and things. This project report is organized into these three categories.

PART I - PEOPLE

The effectiveness of all programs is dependent upon the staff with which you work, and we were continually blessed with excellent cooperation from all the superintendents, principals, counselors, and target teachers in the communities of Burrton, Canton, Galva, Haven, Hesston, Hillsboro, Durham, Lehigh, Inman, Langdon, Arlington, Moundridge, Peabody, Pretty Prairie, Partridge and Sedgwick. A breakdown of the school populations of these sites by unified school districts can be found in Table I.

TABLE I

Student Enrollment in Participating Districts



The total student enrollment in the unified school districts involved in Phase Two of the CKAVTS Career Development Project was 7,553, of which 5,146 were elementary students and 2,407 were secondary students.

Due to the number of communities involved in Phase II, target teachers were identified in each unified district to implement the goals and objectives of the project in their classrooms. These teachers then acted as resource people to the other teachers in their respective districts who were also interested in developing awareness of the world of work and of one's self among their students.

CKAVTS CAREER DEVELOPMENT PROJECT--PHASE II

Target Teachers

CANTON-GALVA USD 419

Naomi Ford, Galva Elementary, 2nd grade
Lawrence Taylor, Galva Junior High, 8th grade Social Studies

HESSTON USD 460

Betty Boldenow, Hesston Elementary, 3rd grade
Marjorie Warta, Hesston Middle School, 7-8 grade Home Economics

HILLSBORO USD 410

Janet Terman, Hillsboro Elementary, 3rd grade
Evelyn Schmidt, Durham Elementary, 5th grade

INMAN USD 448

Virginia Ekholm, Countryside Elementary, 4th grade
Nick Schmidt, Inman Elementary, 8th grade Social Studies

LANGDON USD 310

Kay Norquist, Arlington Elementary, 5th grade
Connie Welch, Fairfield High School, 12th grade Business

MOUNDRIDGE USD 423

Lillie Goering, Moundridge Elementary, 3rd grade (& librarian)
Patricia Howard, Cloverleaf Elementary, 6th grade

PRETTY PRAIRIE-PARTRIDGE USD 311

Ruth Terrill, Partridge Elementary, 8th grade English
Madeline Crosley, Pretty Prairie High School, Social Studies

SEDGWICK USD 439

Gwen Duell, Sedgwick Elementary, 6th grade
Wesley Bartlett, Sedgwick Middle School, 8th grade Social Studies
Margaret Yourdon, Sedgwick High School, Business (& counselor)

All school superintendents, counselors and target teachers involved in Phase II met on September 21, 1972, in Newton to discuss career development concepts in general, our project goals and objectives in particular, and to exchange ideas on activities which would implement these goals and objectives in their respective schools. Assisting the CKAVTS staff with this meeting were Dr. Glen Dey and Dr. David Clapsaddle from Wichita State University.

On March 14, 1973, this same group with a few additions met for a follow up meeting to determine what was happening in their schools as a result of involvement in the CKAVTS Career Development Project, and whether it was considered worthwhile by school personnel. To assess their feelings about the career development process, we posed the following questions and asked they respond by indicating they "strongly agree", "agree", "neutral feelings", "disagree", or "strongly disagree". Questions and responses are found on the following page, and the meeting agenda and evaluation instrument will be found in the appendix on pages 81 and 82.

EVALUATION BY ADMINISTRATORS, COUNSELORS AND TARGET TEACHERS 3/14/73

I have a better general understanding of the possibilities of career education than before involvment in the CKAVTS Career Development Project.

Strongly Agree: 56% Agree: 44% Disagree: 0%

Todays session provided me with new ideas that will help me incorporate other career development concepts into my assigned area of education.

Strongly Agree: 44% Agree: 56% Disagree: 0%

From my experience the career education approach to learning has very little to offer to the educational system:

Agree: 0% Disagree: 33% Strongly Disagree: 67%

I would like to see our entire school system prioritize a developmental approach to career education.

Strongly Agree: 35% Agree: 52% Disagree: 11%

Todays session was helpful and worthwhile.

Strongly Agree: 44% Agree: 56% Disagree: 0%

When asked to rank faciliators in terms of their importance to them, the following results were found:

	RANK			
	0	1	2	3
In-Service Training	11%	45%	33%	11%
More Resource Materials	11%	41%	37%	11%
More Administrative Support*	19%	11%	15%	19%

*Many commented they were receiving excellent administrative support as it was and there was no need to request more.

COMMENTS: "Great" "Keep up the good work." "This is something that requires time for full implementation" (from a superintendent). "Good start this year. We will try to extend it next year." (from a principal) "Keep going." "A very worthwhile meeting." "Right on target." "It is very imformative and really keeps the teacher 'on the ball'." (teacher).

From this feedback and other, we modestly assume this project has been deemed worthwhile by the people involved.

PART II -- THINGS

In an effort to enlarge the sources of accurate, up-to-date information about jobs and training programs available within Kansas the K-VIEW system provided by Kansas State University and the Vocational Education Division of K.S.D.E. was introduced into the fifteen secondary schools involved in our project. Microfiche readers were provided these schools, and also print-out sheets of the material found on the K-VIEW apperature cards. The print-out sheets were furnished in loose leaf notebooks to permit easy duplication of materials for student use.

In-service training in the use of the K-VIEW system was provided by the project coordinator and members of the K-VIEW staff.

K - V I E W

Location of Machine and Materials	Student Enrollment
BURRTON USD #369	
Burrton High School	183
CANTON-GALVA USD #419	
Canton High School	168
Galva Junior High School	128
HAVEN USD #312	
Haven High School	271
HESSTON USD #460	
Hesston High School	232
Hesston Middle School	228
HILLSBORO USD #410	
Hillsboro High School	299
Lehigh Junior High School	166
INMAN USD #448	
Inman High School	188
LANGDON USD #310	
Fairfield High School	253

Location of Machine and Materials	Student Enrollment
MOUNDRIDGE USD #423	
Moundridge High School	214
Moundridge Junior High	120
PEABODY USD #398	
Peabody High School	181
PRETTY PRAIRIE-PARTRIDGE USD #311	
Pretty Prairie High School	248
SEDGWICK USD #439	
Sedgwick High School	170

During Phase I we found that resource materials for use of students and teachers was very important to a successful career development program. This assumption was supported this year by the continued enthusiastic use of the Career Resource Materials Library maintained by this project. A listing of materials found most useful by teachers involved in the CKAVTS Career Development Project was prepared for the State Department of Education, and can be found in the appendix of this report.

A RESOURCE HANDBOOK was also compiled of sample units and activities developed by the target teachers to implement some of the goals and objectives of the CKAVTS Career Development Project in their classroom. Please refer to pages 53 - 80 of this report for some selected units.

PART III -- DATA

The goals and developmental objectives for Phase II were field tested in the respective classrooms of the target teachers involved in the project.

It is to be understood that for a regular career development program all of the developmental objectives would be expanded to meet grade levels K-12 and would be much more comprehensive. In this project, however, only target areas were expanded to keep within imposed limitations.

GOAL I: THE STUDENT WILL BECOME AWARE OF SELF AND WORLD OF WORK THAT WILL ENABLE HIM TO MAKE LIFE CAREER DECISIONS.

DEVELOPMENTAL OBJECTIVES:

1. For students to develop an awareness of their own characteristics (Target group K-3).
2. For students to be aware that there are MANY different occupations and many reasons for people working (Target group 4-6: Occupational Awareness and Job Families). (Target group 7-9: Life Styles).
3. For students to be aware of the difference between work and leisure, and that leisure time activities often affect career choices (Target group 4-6).
4. For students to begin to formulate tentative career plans consistent with self understanding (Target group 10-12).

GOAL II: THE STUDENT WILL BE ABLE TO RELATE BASIC EDUCATION CURRICULUM INTO LIFE CAREER DEVELOPMENT.

DEVELOPMENTAL OBJECTIVES:

1. For students to view school as relevant to life career development (Target group 4-6).
2. For students to understand the relationship between school curriculum choices and career planning (Target group 7-9).
3. For students to realize that individuals can learn to perform adequately in a variety of occupations (Target group 10-12).

On the following pages you will find a listing of the goals, developmental objectives and performance objectives, a discussion of activities at the target site and the results of the criterion measure utilizing inferential and/or descriptive statistics.

GOAL I: THE STUDENT WILL BECOME AWARE OF SELF AND WORLD OF WORK THAT WILL ENABLE HIM TC MAKE LIFE CAREER DECISIONS.

DEVELOPMENTAL OBJECTIVE: For students to develop an awareness of their own characteristics.

PERFORMANCE OBJECTIVES (K-3)

1. The student will be able to describe aloud his own characteristics.

ACTIVITIES:

A. Use animated films, puppet shows, books and graphs to provide basis for identifying parts of the body and teaching vocabulary words.

B. Compile a chart of the weights and heights of each child in the class.

C. Have each child draw a picture of himself from a mirror image or polaroid snapshot.

D. Make an audio recording of the class and ask each individual to identify his voice.

CRITERION MEASURE: When standing in front of a full length mirror a child will be able to describe aloud his appearance using accurate descriptors.

DISCUSSION:

Our target groups were second and third grade students, so the ability to describe themselves with 100% accuracy was anticipated. The students were all asked to stand in front of a full length mirror and tell the interviewer "what you see" (all interviews were held in private). The answers tended to fall in general categories of eyes, hair, height, weight, description of clothing, identifying marks (if any) and a general "others"

category. Almost two out of three students mentioned all of the above descriptors, and of those that did not many did not have any freckles, moles, etc. to mention! No prompting other than asking once "can you tell me more?" was used.

It is felt the greatest merit in this exercise was in the area of positive self concept. All students were asked what they "liked best" about themselves and the interviewer either supported that statement ("I like your eyes best too.") or accepted the statement and added an additional dimension if deemed appropriate and honest. All statements by the interviewer were focused on the person and material possessions ignored.

An activity conducted in one school had the students lie down on large sheets of wrapping paper and a friend traced their outline on the paper. Students then checked the mirror and drew themselves, "really looking" at things they may have overlooked before. Students then "cut themselves out" and the "paper dolls" were taped in the hallway outside the door. All were seen in the most positive manner, and students enjoyed this very much.

RESULTS:

SELF DESCRIPTION SUMMATION ANALYSIS

The evaluation of children (K-3) describing themselves accurately includes a test for percentage of response to identifying factors following the self-descriptor activities as set forth in the project.

A sample of 89 children from four public schools and five classrooms identified descriptors such as (a) eyes, (b) hair, (c) height, (d) weight, (e) freckles, moles, etc., (f) clothing, and (g) others.

The mean score for percent of accurate response to the seven factors by the sample group of children was 63.5.

TABLE II

SELF-DESCRIPTOR MEAN FACTOR IDENTIFICATION PERCENTAGES

School I	School II(A)	School II(B)	School III	School IV	Sample
62.75	61.9	54.1	68.3	76.2	63.5

PERFORMANCE OBJECTIVES (K-3) -- continued.

2. The student will be able to describe the behavior that accompanies his basic feelings.

ACTIVITIES:

A. Have each child identify the vocabulary words associated with pictures portraying several emotions.

B. Have one child express an emotion (i.e., sadness) and ask the other children to hypothesize or guess which emotions he is expressing.

C. Ask a child to keep a chart for a week of the feelings he experiences along with the preceeding events.

D. Ask someone to recall and describe the feelings he had when he last cried.

CRITERION MEASURE: Given a list of five words related to feelings, the child will accurately describe a situation which elicits each of those feelings.

DISCUSSION:

Learning that "working at something helps to make it happen, and makes me feel proud", "doing something wrong doesn't mean I'm bad. It means I made a mistake and must be more careful", "I am happy when I do something I like. I am happy when I'm with someone I like. I am happy because I like myself", etc. are considered important steps to self understanding. Situations were considered, the feeling that results and an explanation

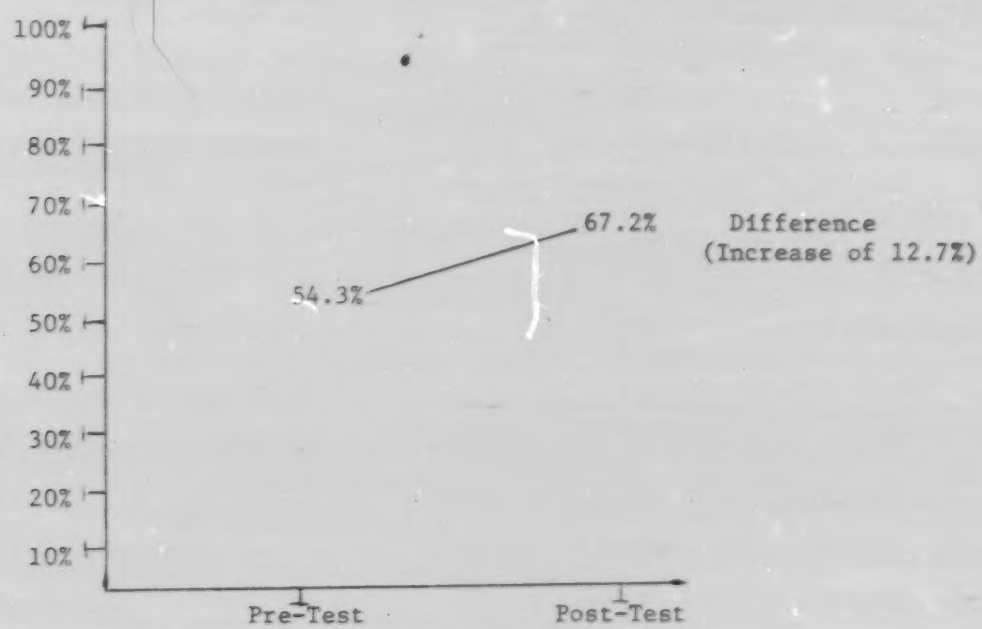
of that feeling were discussed by students. Our discussions were led by a trained counselor, but nothing occurred that could not have been handled by any sensitive, caring adult.

RESULTS:

FEELINGS AND EMOTIONS SUMMATIONS ANALYSIS

A test for accuracy of description with results to be presented in percentages was given to 91 children in grades 2 and 3 from four elementary schools and five classrooms. Of these 91 students who were post-tested for accuracy in describing Feelings and Emotions, 27 were both pre and post tested yielding a gain of 12.9% after six months in the program orientation.

The children indicated a considerable ability to describe situations which elicit six emotional responses. The pre-test mean percentage of accuracy was 54.3 with the post-test yielding a mean of 67.2.



Feelings and Emotions Mean Accuracy Percentages

Figure I

To further evaluate the Feelings and Emotions aspect of the project a t-test for related samples statistic was applied to the pre-test and post-test differences.

The null hypothesis that the means of the samples were equal was rejected at the .05 level using the two tailed test. The data suggests that there was a significant gain in descriptor accuracy of the students in the study.

PRE-TEST SCORES:

86 86 44 100 30 58 58 72 44 16 100 58 72 100 44 44 44 44 72 30 0 30 30 72 30 72 30

POST-TEST SCORES:

86 86 44 100 86 58 72 72 58 30 100 72 72 72 72 58 58 72 100 44 16 58 58 100 100 72 0

DIFFERENCE:

0 0 0 0 56 0 14 0 14 14 0 14 0 -28 28 14 14 38 38 14 16 28 38 38 70 0 -30

The two-tailed t-test for related samples was significant at the .05 level with a t value of 6.50. (R: $t \leq -2.056$, $t \geq +2.056$).

PERFORMANCE OBJECTIVES (K-3) -- continued

3. The student will be able to identify his current interests.

ACTIVITIES:

A. Provide an opportunity for children to share in a "show and tell" period the kinds of activities each enjoys or dislikes.

B. Prepare a bulletin filled with pleasures of children involved in various activities and ask each child to respond to the pictures explaining why he does or does not like the activity represented.

C. Have the children discuss their relative interests in school subject areas as well as home activities.

CRITERION MEASURE: By looking at a picture of an activity, students will be able to classify it as work or play, something that they see as difficult or easy, and whether they like or don't like the activity.

DISSCUSSION:

In an effort to help students understand that we don't all view everything in the same way, and that everyone doesn't want to be a plumber or a doctor or a salesman and that was fortunate because our country would soon be overrun with plumbers, doctors, and salesmen (what would they sell?) and we also need grocers, and assembly workers, etc. we used the example of the teeter-totter on the playground. Some students enjoy teeter-totters very much and others didn't like them at all, but all would identify it as "play". With this introduction, pictures of activities were displayed in which students were asked to indicate their interest and attitude about that activity. (See criterion measure used on page 41 in the appendix.)

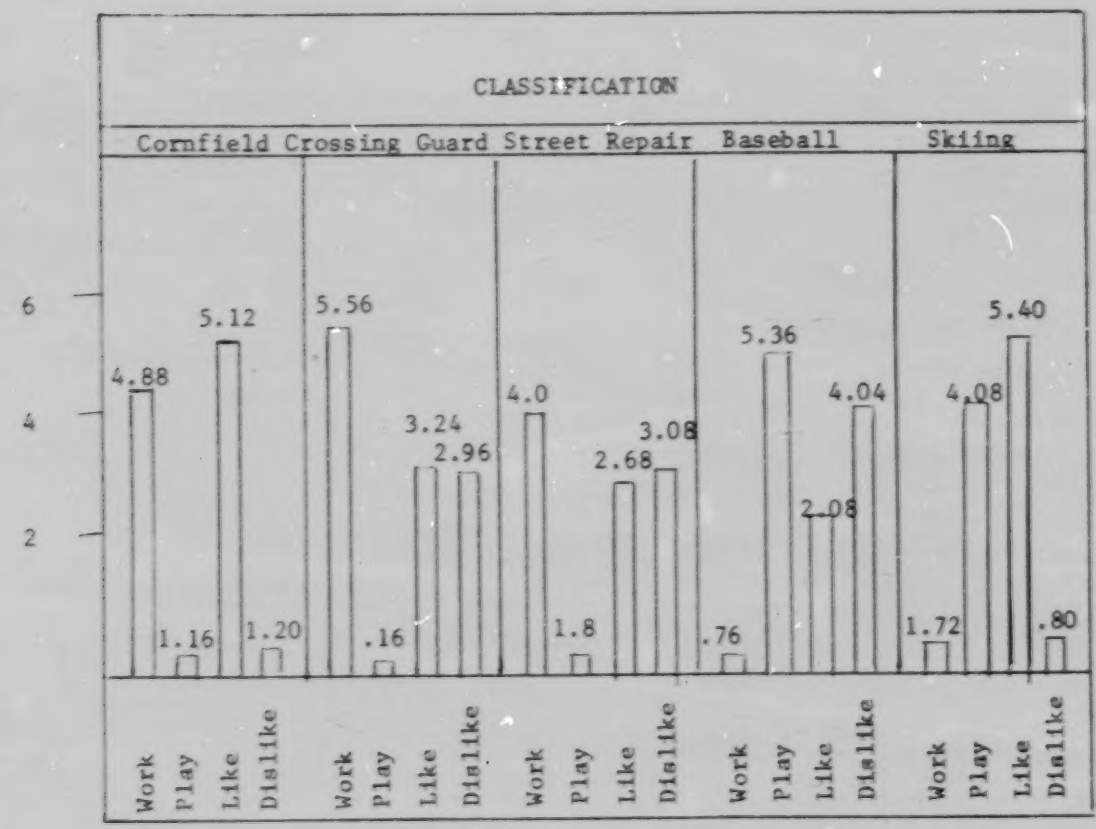
RESULTS:

A criterion measure was completed by students that tested the ability to identify human activities as work or play with a further classification

of like or dislike. Results indicated that students were able to distinguish work activity as work and play activity as play, however there was not a clear pattern that indicated students of the age level have concepts that work is disliked and play is liked. Mean scores of test results are illustrated in Figure #2.

Figure 2

Activity Classification



GOAL I: (Continued)

Developmental Objective: For students to be aware that there are MANY different occupations and MANY reasons for people working.

PERFORMANCE OBJECTIVE (4-6)

1. The student will recognize that there is a wide and increasing variety of occupations.

   ACTIVITIES:
   A. Class discussion of occupations of family, relative, friends, etc. ending with discovery that are over 20,000 occupations listed in the D.O.T. Discuss how occupations develop from social needs.

   B. Research projects of various kinds using career information materials available.

   C. Interview workers using questionaire written by students.

   D. Resource speakers, tours of business and industry, etc. ALWAYS with follow-up activities.

2. The student will recognize some of the various ways of classifying occupations.

   ACTIVITIES:
   A. The class may review the term job families and various ways of grouping occupations. Explain that one way of grouping jobs is by the categories of Date (ideas). People and Things. Suggest that while few jobs can solely fit only one category, many jobs fit one of the categories better than the others.

   B. Class view and discuss the filmstrip "What are Job Families?" (In foundations for Occupational Planning, SVE)

   C. The class can divide into three groups, each group exploring careers of one of the categories ideas/things/or people. The committee can list occupations they have explored and report to class their findings, etc.

   D. In a small group, decide what services people in a community need which they cannot provide for themselves. Report back to the class as a whole and classify these into job clusters.

E. Conduct a survey of the jobs in the community and classify these into job clusters.

Use newspaper, yellow pages, questionaire of parents, neighbors, local businesses etc.

CRITERION MEASURE: Students will be able to classify occupations according to "Job Families" with 60% accuracy.

DISCUSSION:

The criterion measure was administered to students prior to studying ways of classifying occupations. The same amount of time was allowed for both the pre and post test measures. A timer was used which may have caused some "test anxiety" to occur, however all movement was definitely in a positive direction. In addition to the activities mentioned above, the reader is urged to refer to sample units developed by our target teachers in the appendix of this report on pages 53 - 80.

RESULTS:

Job Families Summation Analysis

The evaluation of the Job Families Classification activity for the project included both t-test for related sample statistic applied to the pre and post-test difference, and a test for percentage of accuracy for descriptive purposes.

The test for percentage of accuracy regarding the classification activity was administered to a sample group of 101 fourth, fifth and sixth grade students from four public schools and five classrooms.

The students mean pre-test accuracy score was 49.46 with a mean post-test percentage of 64.98 which is an increase in accuracy of 15.52% and in excess of 4.98% the project criterion of 60%.

Pre and Post-Test Accuracy Percentages

Job Family Classification

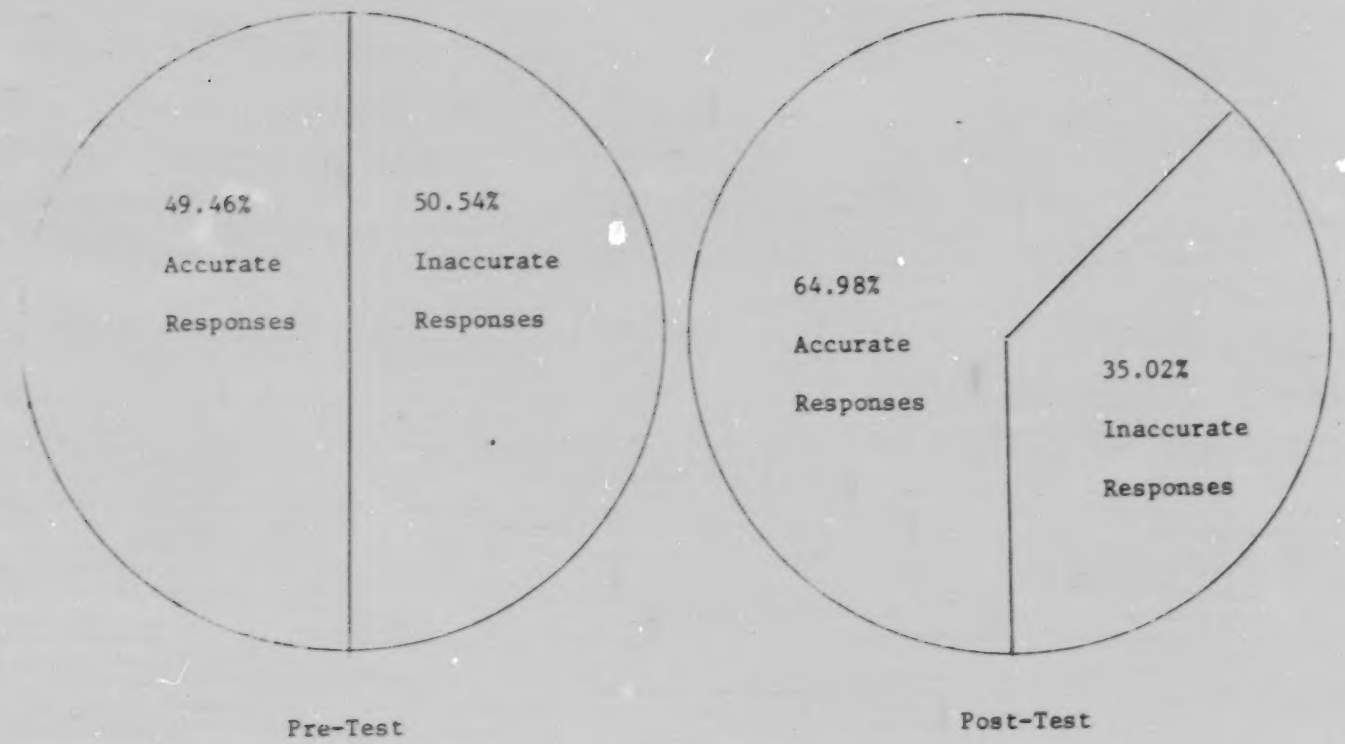


Figure 3

The null hypothesis that the means of the samples were equal was rejected at the .05 level using a two tailed test. The data suggests that there was a significant gain in classification accuracy in the exercise.

The two-tailed t-test for related samples was significant at the .05 level with a t value of 57.84, (R: $t \leq -1.987$, $t \geq +1.987$).

DEVELOPMENTAL OBJECTIVE: For students to be aware that there are MANY different occupations and MANY reasons for people working. (continued)

PERFORMANCE OBJECTIVES (7-9)

1. The student will be able to identify that certain careers are sometimes selected because of life style or prestige factors.

ACTIVITIES:

A. Students list careers that sound attractive.

B. Given a list of careers, the student will match them with a list of people they can imagine.

C. Class discussion about how a life style may be different in reality from what it appears.

D. Class view and discuss sound filmstrip, "Liking Your Job and Your Life," (Guidance Associates) or something similiar.

E. Interview a worker and write a report describing the life style the worker would like to lead (ideal) and the one he leads (real).

CRITERION MEASURE: Given a career, a student can list 3 reasons why a person might select that career.

DISCUSSION:

Pre-tests in the Life Styles criterion measure were administered by the project coordinator under timed conditions at all target sites EXCEPT School I. The pre-test was administered at School I by the teacher after there had been considerable class discussion, and the pre-test was identified as a class task. Since the tests were administered under different circumstances they should not be considered as comparable.

An assesment of job satisfiers can be found in the appendix on pages 46 to 48. This instrument, titled VALUES, consists of a series of statements about work, and students were asked to indicate how important that item was for them on a five point scale ranging from "Unimportant" to "Very Important". The values assessed included money, helping others,

the opportunity for self expression, freedom to make decisions and try out new ideas, security, prestige, Life style and teamwork (working with others). The coordinator then discussed the items with the students, and indicated relationships of item number (ie: if you marked #5, #9 and #17 as "important", then we might be able to assume the "Security factor" as an important value to you.) Students enjoyed the "Value" activity, indicated it had meaning for them, but we have not statistical evidence to support this assumption.

RESULTS:

The life Style criterion measure requests students to respond to specific careers by listing three reasons why people might select the identified occupation. An evaluation of student (grades 7-9) responses was made by utilizing an accuracy percentage and a t-test for related sample statistic applied to the pre-test and post-test difference.

A total of 82 students from four area schools received a mean score of 69.07 percent on the pre-test and 93.8 accuracy percentage on the post-test which further is indicative of a 24.74% gain for the "Career Development" program involvment.

The two tailed t-test for related samples was significant at the .05 level with a t-value of 11.00, ($R: \leq t\ -1.990,\ t \geq +1.990$). The data suggests that there was a significant gain in the percentage of accurate response in the exercise.

Individual school pre and post-test percentages appear in Figure 4.

LIFE STYLE

School Pre and Post - Test Accuracy Percentages

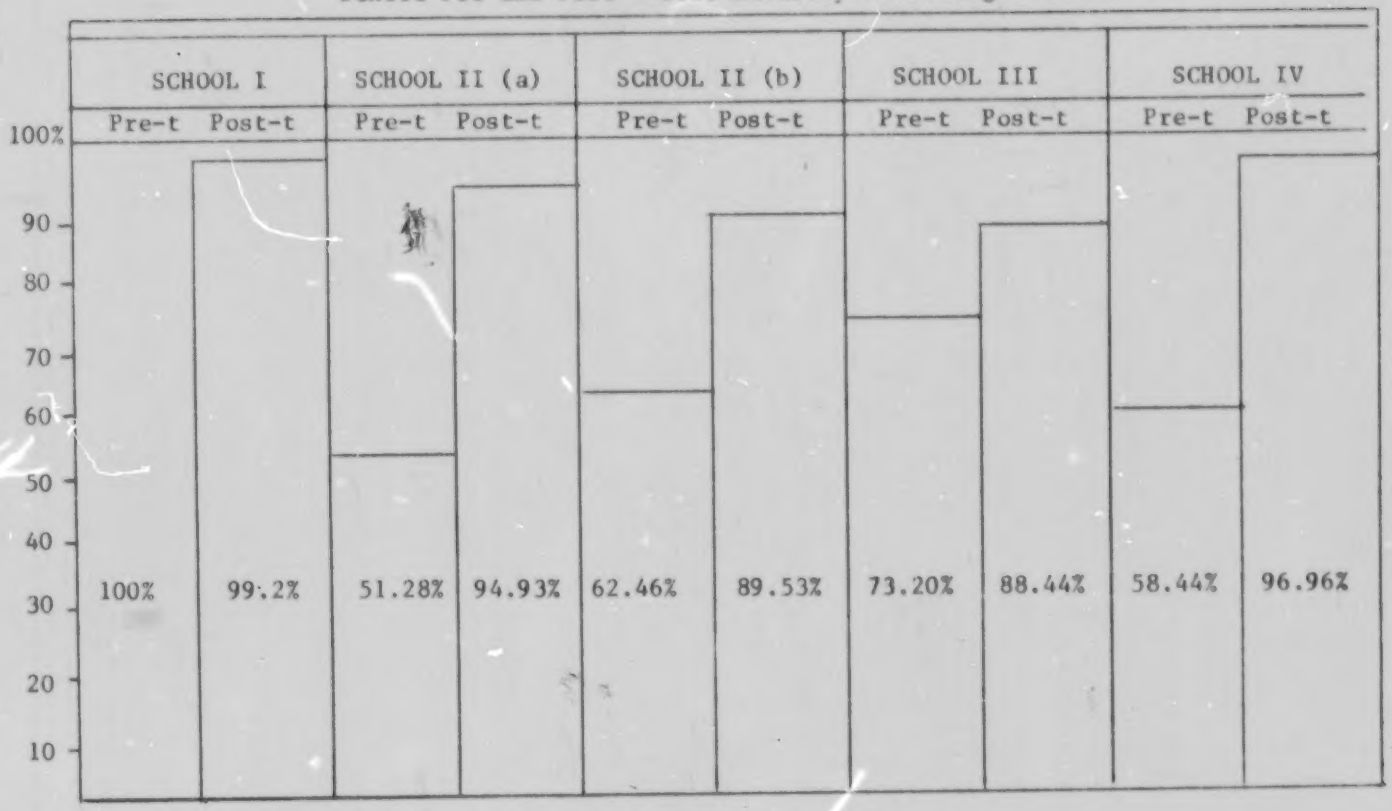


FIGURE 4

The null hypothesis that the means of the samples were equal was rejected at the .05 level using a two tailed test. The data suggests that there was a significant gain in the percentage of accurate response in the exercise.

The two tailed t-test for related samples was significant at the .05 level with a t value of 11.00, (R: $t \leq -1.990$, $t \geq +1.990$).

GOAL I: (Continued)

DEVELOPMENTAL OBJECTIVE: For students to be aware of the difference between work and leisure, and that leisure time activities often affect career choice.

PERFORMANCE OBJECTIVES: (4-6)

1. The student will demonstrate an ability to differentiate between work and leisure by selecting from a list of his own weekly activities those which he considers leisure activities.

ACTIVITIES:

A. Have the class make a list of activities they do when they are not in school or asleep. Have the class circle those activities that might come under the heading "Hobbies" for further exploration.

B. The teacher will want to help the class see the relationship between hobbies and occupations.

CRITERION MEASURE: The student will be able to, in written form, explain the difference between the terms work and leisure.

DISCUSSION:

We are always interested in exploring the use of a variety of formats on collecting data for criterion measure. We asked these fourth to sixth grade students to explain the meaning of the terms WORK and LEISURE "in your own words" asking to cite examples of work and leisure activities as a further check on their understandings. This proved to be a satisfactory way to accumulate information, but required subjective judgement by the data collector and took a longer period of time to score.

Some examples of student responses: "Work is a thing that you have to get done with at a 'sertin' (certain) time. Leisure is a thing that is fun to do, or just time to lay around." "Work: aresponsibility. Leisure: free time to do what you like." "Work: to have a job, to earn a living. Leisure: Your 'spair' (spare) time, when you can do what you enjoy." "Work means like a job that you are assigned to do, and get 'payed' (paid). Leisure means doing what you like to do, or in other words relaxing and having fun."

RESULTS:

A test for determining fourth to sixth grade students' ability to discriminate between Work and Leisure activities, yielding percentages of accuracy, was administered after a period of six months in the Career orientation program.

Students numbering 113 from three school districts performed the task, 88.49% of which responded accurately. Seven percent of the sample did not respond, leaving a balance of 4.5% of the sample who were inaccurate in their responses to the Work and Leisure instrument.

The figure below showed percentages in the three categories described above: accurate responses, inaccurate responses, and void responses which were labeled "no response".

Work - Leisure Descrimination Accuracy Percentages

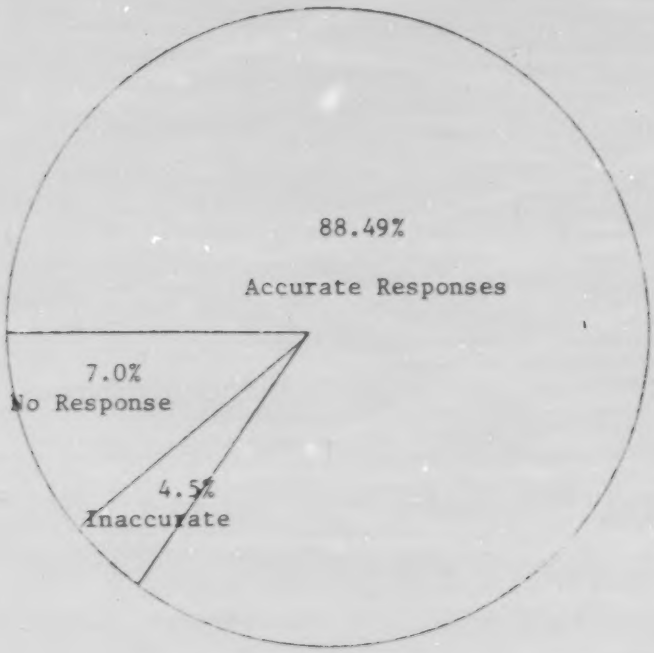


Figure 5

2. The student will explore the relationship between hobbies and occupations.

ACTIVITIES: A. Through class discussion the teacher can help the students see that: You choose a hobby in something that interests you. You like to work at it and plan it out by yourself. You choose an occupation similarly in a field that interests you. You hope to succeed in it, even though you very likely must carry out somebody else's ideas and plans. The chief difference is this: A hobby is something you carry on in your own spare time without any thought of pay or reward, but an occupation is something in which you exchange your service during regular hours for money.

B. Show filmstrip, "What do you like to do?" (In SVE series Foundations for Occupational Planning). Have class discussion following questions after the filmstrip: 1) How can hobbies help you learn more about yourself? 2) How can hobbies help you develop new skills? 3) Why is it important to try new hobbies?

CRITERION MAESURE: Student will be able in written form to answer the three questions posed in activity B above.

DISCUSSION:

When students were asked *"How can hobbies help you learn more about yourself?"* responses included such things as: "by showing that you can do something you thought you couldn't. You find out things you never thought you could do." They help you think more of yourself because you can do something." "Hobbies help you find what abilities you have, and what you can do." When asked *How can hobbies help you develop new skills? Why is it important to try new hobbies?* Responses included the perceptive: "You learn what you enjoy doing."

RESULTS:

Hobby Summation Analysis

A study of the importance of hobbies for the purpose of self and skill development involved 113 students in the fourth and fifth grade classrooms from 3 school districts participating in "Career Development" orientation.

A total of 91.15% of the students demonstrated accurate knowledge about: (a) how hobbies help you develop new skills, (b) how hobbies help you learn more about yourself, and (c) the importance of trying new hobbies. Students not responding comprised 7% of the total with the remaining 1.85% responding inaccurately.

Mean percentages of accuracy for the three sample schools participating in the study are below in Table 3.

Table III

Hobby Knowledge Mean Accuracy Response Percentage

School I	School II	School III	Total Sample
n = 42	n = 24	n = 47	n = 113
$\bar{x}$ = 95.23%	$\bar{x}$ = 70.83%	$\bar{x}$ = 97.87%	$\bar{x}$ = 91.15%

GOAL I: (Continued)

DEVELOPMENTAL OBJECTIVE: For students to begin to formulate tentative career plans consistent with self understanding.

PERFORMANCE OBJECTIVES (10-12)

1. The student will be able to explain how occupational choice affects in individual's life style and give examples.

2. The student will be able to identify the influence of many factors on Career Development. (Peers, family, significant adults, community, geography, economics, etc.)

   ACTIVITIES: A. Students will interview an adult to find out factors that influenced his or her career development, and then share and discuss findings.

   B. Poll class as to how many chose their elective subjects because of friend's choice and discuss how peer influence can affect career development.

3. The student will be able to identify the outcomes of work (status, lifestyle, economic benefits, security, etc.)

   ACTIVITIES: A. View Filmstrip, "Why Work At All?" (Guidance Associates). Be able to list rewards derived from specific jobs.

4. The student will identify how individual ability will determine in part the level of attainment in a given career area.

   ACTIVITIES: A. Class discussion on how seniority systems in business, industry and government restrict individual advancement regardless of ability.

   B. Class listing of career areas in which level of attainment is determined primarily by individual ability. (Geometry, Algebra, Physical Education, Art, Music, etc.)

   C. List courses you have taken or are taking in order of preference and list courses in order of grades received. Discuss similarities and relate to world of work.

CRITERION MEASURE: The student will be able to list at least three (3) specific occupations in which he could use his interests and attributes that are compatable with expressed life goals.

Job Interest Identification Summation Analysis

A percentage test of accuracy was given to 21 Business Students in an area Senior High School. The students were enrolled in a general business program emphasizing career development in the month of March 1973. Of the sample group the mean percentage of accuracy was 79.2% with the mode being 100%. The accuracy distribution of percentages is presented in Table IV.

Frequency Distribution of Accuracy Percentages

100	/////////
90	
80	///
70	//
60	
50	
40	/////
30	/
20	
10	
0	

Table IV

GOAL II: THE STUDENT WILL BE ABLE TO RELATE BASIC EDUCATION CURRICULUM INTO LIFE CAREER DEVELOPMENT.

DEVELOPMENTAL OBJECTIVE:

For student to view school as relevant to life career development.

PERFORMANCE OBJECTIVES: (4-6)

1. The students will be aware of employer expectations of employees, and to relate these expectations to his role as a student.

ACTIVITIES: A. Through the use of logical consequences teachers will encourage the following classroom behaviors:

- Regular attendance
- Punctuality
- Collection of materials for specific tasks
- Presence in class with necessary materials for specific tasks
- Following instructions
- Pertinent questioning
- Perseverance
- Ability to disagree without being disagreeable
- Realizing that conflicts will occur and how to deal with them

B. Class discussion of the importance of the above behaviors, and why an employer would expect these things. (Suggest role playing if students not sufficiently involved.)

CRITERION MEASURE: By the end of the 6th grade, 95% of the students will be able to write at least five (5) behaviors expected of him in school which would relate to him in an occupational setting.

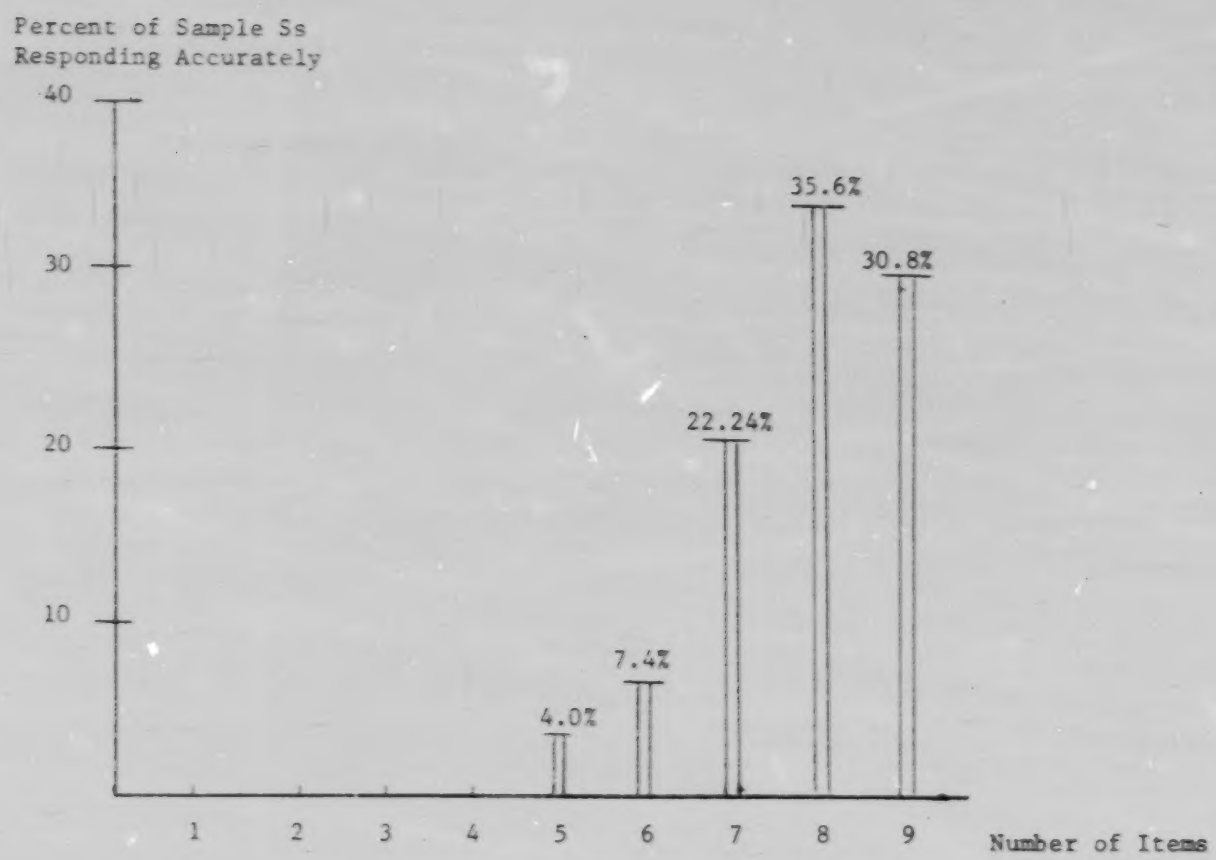
DISCUSSION:

The relationship between school and future employment is not as well understood by students as we adults might assume. One creative target teacher spent about a month allowing students to alternate roles of employee-forman (she was head supervisor) and this proved to be a meaningful and enlightening experience. (See appendix, pages 63 - 64.)

Schools and Life Career

A test, to assess the accuracy of students in ranking behaviors important to the world of work, was administered to 154 area students enrolled in grades 4-6. The mean score for the sample was 7.6 with 9 items being possible. The criterion measure specified 95% of the sample mean scores would be 5. The results indicate that while 4% met that criterion, 96% specified surpassed measure.

School and Life Career Sample Accuracy Percentages



DEVELOPMENTAL OBJECTIVE: For students to understand the relationship between school curriculum choices and career planning.

PERFORMANCE OBJECTIVES: (7-9)

1. Students will be able to contrast curriculum available in terms of the career areas to which each curriculum leads.

   ACTIVITIES: A. Class Discussion

   B. School counselor invited to meet with class and explain curriculum offerings in specific school system, and answer student questions.

   C. Use of career information materials available to discover job requirements for occupations of special interest and report to class what school subjects would be helpful in preparing for said occupation.

   D. From a list of brief job descriptions involving subject area, write 3 personal attributes that a person seeking this job should possess (ANY SUBJECT AREA)

2. Students will be able to evaluate alternative careers for which personal characteristics and training requirements are sufficiently similar to the perferred career to serve as alternative career plans.

3. Students will discover how educational decisions may have an important impact on career opportunities available to an individual.

   ACTIVITIES: A. Students interview two working adults as to how educational decisions affected their career opportunities.

   B. Class will compile a list from the want-ads of job requiring some skill and those requiring none.

4. Students will realize how each decision one makes may have an important implication for future decisions.

   ACTIVITIES: A. Each student will list the major decisions that have affected his career development to date.

B. As outgrowth of above activity, student asked to choose one of the decisions and list all the reasons why that choice was made, list new conditions that might make them chose differently and list hypothetical reasons why a person might select each alternative.

CRITERION MEASURE: Testing instrument using multiple choice and matching techniques. Except 60% accuracy.

RESULTS:

Attitudes/Curriculum/Career Summation Analysis

A test for percentages of accuracy was administered to 84 junior high students to assess attitudes, career and curriculum. The mean percent of accuracy derived from the sample students inventory was 82.5% which is 22.5% above the purposed accuracy level stated at the criterion measure.

The frequencies of accuracy percentages were distributed as presented below in the following distribution table.:

Frequency Distribution of Accuracy Percentages

100	////////////////
95	//////////////
90	//////////////////////
85	//////////////////////////
80	///////
75	/////
70	///
65	0

Table V

DEVELOPMENTAL OBJECTIVE: For students to realize that individuals can learn to perform adequately in a variety of occupations.

PERFORMANCE OBJECTIVES: (10-12)

1. Students will realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

   ACTIVITIES:
   A. Students will take field trips with class discussion centered on the variety of jobs observed during the field trip.

   B. In a brainstorming session, students will list as many job opportunities in a given area as they can, (all areas)

2. Student will be able to identify several satisfying job alternatives that could utilize his talents.

   ACTIVITIES:
   A. Listen to taped on-the-job interviews.

   B. Research the available career information materials.

   C. Interview people employed in jobs of interest to discover what other kinds of jobs they have done and what co-workers do.

   D. Experience several occupational tasks he could perform or learn to perform.

CRITERION MEASURE: Student will be able to name three of his interest occupations and identify companies within the Central Kansas areas where employment opportunities are available within the job family with 70% accuracy.

RESULTS:

Occupational Interest Identification and
Employment Opportunity in
Kansas Area Summation
Analysis

A sample group of 21 students in a senior high setting were tested as to percentage of accurate responses dealing with identifying their job interests and possible locations for related employment with the entire population surpassing the 70% criteria set in the project by 9.2%.

A total of 42.86% of the students responded accurately on all of the tasks which required completion in the study. Sixty-six (66) percent of the students responded with accuracy that exceeded 50% of the items presented.

General Career Survey

As a central educational agency, CKAVTS proposed the General Career Survey to establish information from a sample group of middle school students, regarding the development of career education currently. The program survey was piloted in the Spring of 1973, yielding five significant factors in reference to occupational training, interest and information. The factors specifically described are: (A) "Ideal" Training Prior to Job; (B) "Real" Training Prior to Job; (C) Occupational Interest Change; (D) Reasons for Occupational Interest Change; and (E) Access to Occupational Information.

The CKAVTS CAREER DEVELOPMENT PROJECT SURVEY was administered to a sample of 85 seventh and eigth grade students from four area public schools, with total school populations averging 140 pupils. Student responses to the survey indicated that prior to entering the work force, 42.53% of the sample students ideally elected (A) to go to College for special training, 25.88% preferred (B) to go to a Trade or Technical School for special training with the same percentage, 25.88% selecting (C) to take Skill Training courses in the High School to enable one to work immediately after graduation while 5.88% of the students (D) did not respond.

A copy of this survey may be found on page 52 in the Appendix.

"Ideal"-Training Prior to Job

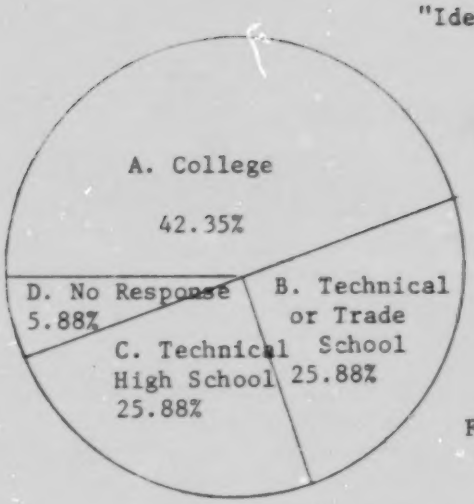


Figure 6

36 Student Selecting A. (College)

22 Students Selecting B. (Technical or Trade School)

22 Students Selecting C. (Technical High School)

5 Students Selecting D. (No Response)

The first survey selection represented in figure 6 is an indicator of "Ideal" choice while figure 7 deals with the real factor of interest which is the student's "best" individual choice regarding Training Prior to Job.

52.94% of the sample indicated a "real" preference for (A) College Training, 14.11% chose (B) Trade or Technical School, 39.94% marked (C) High School Training.

"Real" Training Prior to Job

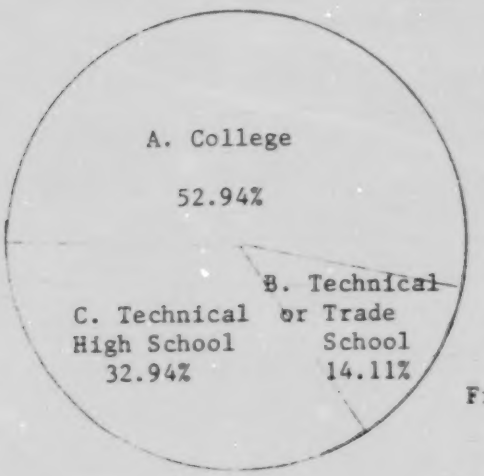


Figure 7

45 Students Selecting A. (College)

12 Students Selecting B. (Technical Trade School)

28 Students Selecting C. (Technical High School)

0 Students Selecting D. (No Response)

TABLE VI

TPJ "Ideal" and "Real" Percentage and Population Difference

Factors		"Ideal" % of Sample	"Real" % of Sample	Difference of Sample	"Ideal" Sample Numbers	"Real" Sample Numbers	Difference In Sample Numbers
A.	College	42.53%	52.94%	+10.59	35	45	+9
B.	Technical or Trade School	25.88%	14.11%	-11.77	22	12	-10
C.	Technical High School	25.88%	39.94%	+14.06	22	23	+6
D.	No Response	5.88%	0.00%	- 5.88	5	0	-0

Although only 42.35% of the sample revealed an "ideal" preference for college (training prior job) an additional 10.59% of the Students indicated TPJ would be "best" or "real" for them as individuals. Further, while 25.88% chose Technical or Trade School for "ideals" TPJ, only 14.11% denoted this form of TPJ as realistic or "best" for they themselves which is a difference of 11.77 in a negative direction. Also, 25.88% indicated an "ideal" TPJ preference in the area of Technical High School Training, and 39.94% selected this particular TPJ as "best" or their "real" preference which is a positive difference of 14.0 %. And lastly, while 5.88% of the sample did not respond to an "ideal" TPJ, 100% responded to the "real" TPJ Survey.

Occupational Interest Change was studied as one of the five Career Development factors. After a total of six months in the program, 55.295% of the sample demonstrated, by way of response, an Occupational Interest Change with a sample balance of 44.70% expressing no change.

Occupational Interest Change

Figure 8

The eleven "Reasons" for Occupational Interest Change examined in the evaluation procedures produced the following sample percentage of response to each of the "Reasons" listed below.

Percentage of Sample Response to
Reasons for Occupational Interest Changes

18.22%	A.	Increased job opportunities in another field
18.82%	B.	Were not aware of the new field of interest last year.
7.05%	C.	Previous choice required skills not present.
14.11%	D.	Previous choice required too much post-secondary training.
7.05%	E.	Previous choice did not pay enough.
4.70%	F.	Previous choice would necessitate geographical change.
15.29%	G.	New occupation seems easier than previous choice.
17.64%	H.	Couldn't find enough information about previous choice to decide if it was for you or not.
7.05%	I.	Previous choice required training that is not offered in this area.
4.70%	J.	Previous choice was not realistic.
36.47%	K.	Other reasons.

The final factor surveyed was access to the Occupational Information. Students responded in regard to various occupations to which they had given consideration with 61.17% positive., 37.64% negative, and 1.18% not responding regarding access to Occupational Information.

Access to Occupational Information

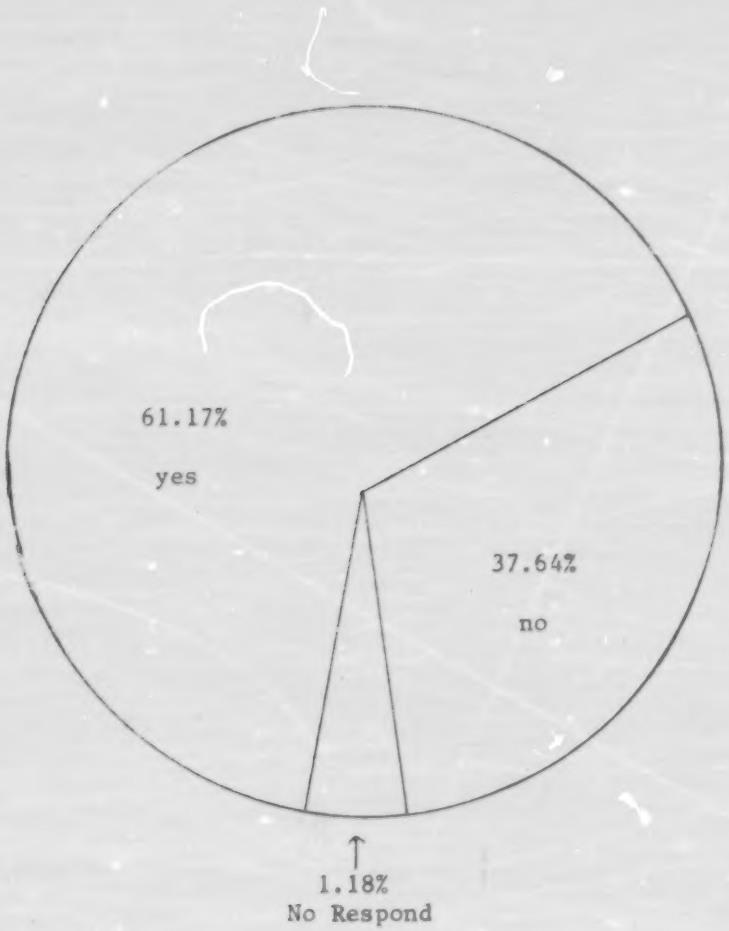


Figure 9

SUMMARY STATEMENT

We feel gratified by the enthusiasm and support our career development project has received by the students, educators, parents and businessmen in the Central Kansas area, yet we realize these are just small first steps in the massive undertaking necessary to fully implement developmental career education K-12-adult.

"When the school builds upon the inherent interest of the child in activity and exploration, enriching his learning through appropriate experience which help him to see what he is about and to consider what is most important to him in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development; each teacher, and indeed each parent and businessman, carries some responsibility."
(Tennyson, 1971)

Tennyson, W. Wesley "Career Development: Who's Responsible?", American Vocational Journal, March 1971, pp. 54-58.

MWK:ml

A P P E N D I X

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Student Number_____

FEELINGS AND EMOTIONS

Usually it is easiest to describe feelings in terms of ourselves. If you haven't had these feelings but understand what they mean, you can tell what might make another person sad, happy, etc.

Do we always behave the way we feel? Yes ____ No ____

Something that can really make me feel SAD is .....

Something that can really make feel HAPPY is .....

Something that can really make me feel EMBARRASSED is .....

Something that can really make me feel ANGRY is .....

Something that can really make me feel PROUD is .....

When I want to control my feelings I .....

INTERESTS & ATTITUDES SURVEY (X-3)

BASEBALL

work . . . . . play
difficult . . . . . easy
like . . . . . don't like

CORN FIELD

work . . . . . play
difficult . . . . . easy
like . . . . . don't like

STORM WINDOWS

work . . . . . play
difficult . . . . . easy
like . . . . . don't like

CALF

work . . . . . play
difficlut . . . . . easy
like . . . . . don't like

CROSSING GUARD

work . . . . . play
difficult . . . . . easy
like . . . . . don't like

STREET REPAIR

work . . . . . play
difficult . . . . . easy
like . . . . . don't like

SKIING

work . . . . . play
difficult . . . . . easy
like . . . . . don't like

Student Number_____

CKAVTS CAREER DEVELOPMENT PROJECT

Occupations can be classified according to "Job Families". Using the occupations and numbers listed below, match the "Job Families" with occupations you feel belong together. Please write both the name and number in the blank.

Job Families

1. Jobs in Agriculture
   a._____
   b._____
   c._____
   d._____
   e._____

2. Jobs in Clerical Work
   a._____
   b._____
   c._____
   d._____
   e._____

3. Jobs in Science
   a._____
   b._____
   c._____
   d._____
   e._____

Job Families

4. Jobs in Education
   a._____
   b._____
   c._____
   d._____
   e._____

5. Jobs in the Performing Arts
   a._____
   b._____
   c._____
   d._____
   e._____

6. Jobs in Construction
   a._____
   b._____
   c._____
   d._____
   e._____

Job Families

7. Jobs in Health
   a._____
   b._____
   c._____
   d._____
   e._____

8. Jobs in Selling
   a._____
   b._____
   c._____
   d._____
   e._____

9. Jobs in Mathematics
   a._____
   b._____
   c._____
   d._____
   e._____

10. Jobs in Outdoor work
    a._____
    b._____
    c._____
    d._____
    e._____

1. Farmer
2. Mathematics Teacher
3. Athletic Coach
4. Bricklayer
5. Welder
6. Legal Secretary
7. Chemist
8. Elementary Teacher
9. Insurance Agent
10. Cameraman
11. Architect
12. Music Teacher
13. Statistician
14. Astronomer
15. Travel Agent
16. Medical Technician
17. Typist
18. Agricultural Economist
19. Vo-Ag Teacher
20. Ballet Dancer
21. File Clerk
22. Electrician
23. Dietitian
24. Meteorologist
25. Real Estate Agent
26. Librarian
27. Accountant
28. Hunter for Zoo
29. Computer Work
30. School Nurse
31. Oceanographer
32. Receptionist
33. Veterinarian
34. Singer
35. Landscapers
36. Hospital Administrator
37. Auctioneer
38. Lifeguard
39. Food Technologist
40. Stenographer
41. Botanist
42. Guidance Counselor
43. Carpenter
44. Nurse
45. Actuary
46. Prospector
47. Radio-TV Salesman
48. Roofer
49. Playwright and Scriptorian
50. Actor

PRE-TEST DATA_____ POST-TEST DATA_____ DIFFERENCE_____

SCHOOL & LIFE CAREER DEVELOPMENT (4-6)

Some behaviors expected of you in school are also important in the work world. Look at the list below and check those behaviors you feel are most important as an employee. Then look at those you have checked and rank them from 1 to 5, with 1 being the behavior you consider most important, 2 the next important, etc. Only rank 5 although you may have checked more than that number.

_____ Regular attendance

_____ Being on time

_____ Wearing nice clothes

_____ Getting along with co-workers

_____ Sticking to a job until its done

_____ Following instructions

_____ Telling funny jokes

_____ Asking questions if you don't understand

_____ Don't let anyone "shove you around"

_____ Dealing with conflicts without getting mad

_____ Having the necessary tools to do the job

_____ Coming back promptly after recess (coffee break)

WORK & LEISURE ACTIVITIES (4-6)

In your own words, explain the meaning of the terms "work" and "leisure"

Examples of Work Activity would be:

1.

2.

3.

Examples of Leisure (or Fun Work) would be:

1.

2.

3.

An example of something that could be both work and leisure is:

A leisure activity that could lead to a career choice might be:

How can hobbies help you learn more about yourself?

How can hobbies help you develop new skills?

Why is it important to try new hobbies?

Student Number_____

VALUES

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is for you.

1. Work in which you have to keep solving new problems.

Unimportant	Little Importance	Moderately Important	Important	Very Important

2. Work in which you help others.

Unimportant	Little Importance	Moderately Important	Important	Very Important

3. Work in which you gain prestige in your field.

Unimportant	Little Importance	Moderately Important	Important	Very Important

4. Work in which you are one of the gang.

Unimportant	Little Importance	Moderately Important	Important	Very Important

5. Work in which you know your job will last.

Unimportant	Little Importance	Moderately Important	Important	Very Important

6. Work in which you have authority over others.

Unimportant	Little Importance	Moderately Important	Important	Very Important

7. Work in which you try out new ideas and suggestions.

Unimportant	Little Importance	Moderately Important	Important	Very Important

8. Work in which you know by the results when you've done a good job.

Unimportant	Little Importance	Moderately Important	Important	Very Important

9. Work in which you are sure of always having a job.

Unimportant	Little Importance	Moderately Important	Important	Very Important

10. Work in which you make your own decisions.

Unimportant	Little Importance	Moderately Important	Important	Very Important

11. Work in which you have pay increases that keep up with the cost of living.

Unimportant	Little Importance	Moderately Important	Important	Very Important

12. Work in which you have a way of life, while not on the job, that you like.

Unimportant	Little Importance	Moderately Important	Important	Very Important

13. Work in which you form friendships with your fellow employees.

Unimportant	Little Importance	Moderately Important	Important	Very Important

14. Work in which you add to the well-being of other people.

Unimportant	Little Importance	Moderately Important	Important	Very Important

15. Work in which you lead the kind of life you most enjoy.

Unimportant	Little Importance	Moderately Important	Important	Very Important

16. Work in which you plan and organize the work of others.

Unimportant	Little Importance	Moderately Important	Important	Very Important

17. Work in which you are paid enough to live right.

Unimportant	Little Importance	Moderately Important	Important	Very Important

18. Work in which you have a supervisor who is considerate.

Unimportant	Little Importance	Moderately Important	Important	Very Important

19. Work in which you can get a raise.

Unimportant	Little Importance	Moderately Important	Important	Very Important

20. Work in which you like the setting in which your job is done.

Unimportant	Little Importance	Moderately Important	Important	Very Important

Student Number_____

LIFE STYLE

List three reasons why a person might select each of the following careers:

ACTOR

1._____

2._____

3._____

POLITICIAN

1._____

2._____

3._____

BANKER

1._____

2._____

3._____

FARMER

1._____

2._____

3._____

PHARMACIST

1._____

2._____

3._____

ROCK MUSICIAN

1._____

2._____

3._____

MACHINIST

1._____

2._____

3._____

ECOLOGIST

1._____

2._____

3._____

CKAVTS CAREER DEVELOPMENT PROJECT
Attitudes/Curriculum/Career
Junior High

Check ways to help yourself to get along with others.

1._____courtesy
2._____cooperation
3._____dependability
4._____greediness
5._____neatness
6._____selfishness
7._____tardiness
8._____thoughtfulness

In the blank preceeding each sentence, place a "T" if the statement is true and an "F" if the statement is false.

____1. Careers always have advantages and disadvantages.

____2. Occupations are generally associated with their tools or skills.

____3. Special skills are always necessary to secure a job.

____4. There are few occupations from which one can choose.

____5. All occupations show a carry-over of study skills from school to adult life.

____6. It is important to have a knowledge of arithmetic.

____7. Your life style is often determined by your career.

____8. To be a nurse is to have a vocation that deals with things.

____9. Personal appearance is important when one is trying to get a job.

____10. It is important a person has respect for himself and for others.

____11. Barbering is a personal service occupation.

____12. One must have the desire as well as the ability to perform a task.

____13. It is important to complete a task, whether at school or at home.

____14. An optician deals with people.

____15. It is important for students to prepare themselves each day for the world of work.

CKAVTS CAREER DEVELOPMENT PROJECT

(Grade 10-12)

I. List three specific jobs in which you are interested and could do now or later if you had some training. These jobs can be similar. List the jobs with your first choice listed first. If you wish, tell a little about the job in a sentence or two.

1.

2.

3.

II. Name three specific places of employment where you could probably obtain the jobs you listed above. (These places should be in Central Kansas, or at least in Kansas).

1.

2.

3.

Please circle grade 7 8 9 10 11 12

CKAVTS CAREER DEVELOPMENT PROJECT
SURVEY

1. As I see it, the ideal thing to do prior to entering the work force is to:

____ A. Go to college for special training

____ B. Go to a trade or technical school for special training

____ C. Take skill training in high school to enable one to work immediately after graduation

2. From the above list the best choice for me would be ____A. ____B. ____C.

3. Has you occupational interest changed in the last year? ____yes ____no

If your answer is "yes" to the above question, please check one or more of the following reasons:

____ A. Increased job opportunities in another field

____ B. Were not aware of the new field of interest last year

____ C. Previous choice required skills not present

____ D. Previous choice required too much post-secondary training

____ E. Previous choice did not pay enough

____ F. Previous choice would necessitate geographical change

____ G. New occupation seems easier than previous choice

____ H. Couldn't find enough information about previous choice to decide if it was for me or not

____ I. Previous choice required training that is not offered in this area

____ J. Previous choice was not realistic

____ K. Other reasons

4. Do you have access to the information you want and need to know about the various occupations you have considered?

____yes ____no

CAREER EDUCATION THROUGH A SERVICE PROJECT

Lillie Goering, Librarian
Moundridge Elementary-3rd grade

Objectives: To gain experience in serving others.
To explore the concept of assembly line production.

Motivation: Picture reports in the Scholastic News Trails about Doers Clubs raising money or helping in other ways at children's hospitals, etc., helped elicit the children's suggestion of a Christmas service project for the residents of the nearby Memorial Home for the Aged.

Planning: The visit was planned using as much input by class members as possible. It was agreed to sing carols, read stories, make Christmas cards and decorate cookies.

Preparation: The classroom teachers supervised the making of each child's original Christmas card and helped them find suitable stories to read or tell.

The assembly line for decorating Christmas tree sugar cookies was set up in the library. A double line was used with 9 children on each side. Templates giving exact job assignments were placed down the center of table:

1. - Place cookie on plate to be advanced along assembly line
2. - Spread icing
3. to 7. - Place specific decorations
8. - Sprinkle colored sugar
9. - Package in individual plastic bags

The following time scores were kept:

One cookie decorated by one individual (approx. three minutes)
First 5 cookies decorated on line (approx. four and one-half minutes)
Last 5 cookies decorated on line (approx. three minutes)

Observations made by children:

The assembly line can decorate five cookies in the same time that one person can do only one.
I'd get tired doing just one thing all day.
After we did it for a while, we could do it faster and better.
The line that worked faster broke more cookies.

Visitation: The group sang carols in the halls. Each child delivered a cookie and its Christmas card so each resident received one. Each pair of children entertained and visited with an assigned resident from ten to twenty minutes.

Evaluation: The residents of the home responded marvelously and the children appeared to enjoy every minute of it. The experience helped the children form positive attitudes toward themselves and they gained some understanding of the world of work.

SELF AWARENESS ACTIVITIES

Mrs. Betty Boldenow, 3rd grade
Hesston Elementary, USD #460

To help students describe behavior that accompanies basic feelings we listened to a recorded story titled "HOW WOULD YOU FEEL IF..." (from SRAs Focus on Self Development Stage 2, Unit F: Responsibility, P. 63) and discussed, using the suggested questions as a guideline.

Ask students to think of a word that describes an emotion or feeling. List on blackboard. (They may need help at first: happy, sad, frustrated, flattered, etc.) List all contributions unless they are too "far out". Then ask students to write the name of one emotion or feeling that we could act out later on a sheet of paper. Collect and save. Another day let them draw and pantomine the word: the one who correctly identifies the emotion or feeling word gets to draw out the next, etc.

MAKE SOMEONE HAPPY ACTIVITY

"Emotions tend to be infectious. For example, smiling at someone often makes him smile back and makes you feel even better. A crying person will often sadden or depress those around him."

"I'd like for you to try an experiment. Each day for a week smile at someone, try to make someone laugh, or cheer someone up during afterschool hours. Be thinking also about how you feel when you make someone else feel a little better."

Remind and have some share experiences the next day. Remember the follow up. Ask "How did that make YOU feel?" after each contribution.

One of the things I found that my 3rd grade children enjoyed was making a book "About Myself". I gave them a "book" of 7 or 8 pages with these titles:

Draw a Man (or Draw You)
Draw something you like
Draw something you don't like
Draw a picture of the season you like best.
Draw a house and a tree
Draw anything you like
On the last page I have this sheet:

HOW I FEEL

I'm happy when_____
I'm sad when_____
Pretty songs make me think of_____
Snow makes me think of_____
I'm angry when_____
I wish I could_____
If I could do anything I want to today I would_____
If I am angry I want to_____
I feel best when_____

UNDERSTANDING BASIC FEELINGS

Janet Terman, 3rd grade teacher
Hillsboro Elementary, USD 410

ACTIVITY #1 MASKS

We chose four basic expression masks: (1) sad (2) mad (3) angry (4) happy. The children colored and put on sticks their particular choices. They were then divided into groups according to the mask they had chosen. Each group made up a play, practiced it and performed it for the rest of the class. This was one of the favorite activities.

ACTIVITY #2 PERSONALITY

1. Begin by sitting on floor with students. Ask them to give you one word descriptive words used to describe a person's personality. Begin with a question like "Give me some words to describe a happy person" -- sad person -- nice looking person -- and so on.

2. Cut words apart and have children help you alphabetize words.

3. Put word list in alphabetical order on a master and run it off so each child has a copy.

4. Using the letters of his own name he will choose a word for each letter that he thinks best describes him, example; JOHN
   J - joker
   O - ornery
   H - happy
   N - nice

Our list was as follows:

active	egotist	impatient	nice	selfish	ugly
angry	energetic	impolite	nutty	sharing	unhappy
awful	enjoyable	important	nag	show-off	unkind
awkward	envious	jabber	noisy	shy	unthankful
bad	expert	joker	no-body	skinny	useful
bashful	exploder	jealous	odd	sleepy	weird
beautiful	fat	joyful	ornery	small	wiggle-worm
blabber-mouth	fine	jumpy	outstanding	smarty-pants	wild
blob	foolish	kind	peaceful	smiley	vivacious
bullish	friendly	lazy	piggish	snoopy	vigerous
bully	funny	light-weight	polite	sober	zealous
bumb	gabby	likeable	pretty	special	zippy
cheerful	glad	lively	queer	squirmy	
cooky	good	loveable	rebel	starry-eyed	
cute	goofy	lovely	refreshing	stupid	
dainty	gorgeous	loving	ragged	sweet	
dancing	grabby	lonely	reliable	silly	
delightful	graceful	mad	rascal	tall	
do-nothing	happy	mean	responsible	tattle-tale	
dumb	helpful	middle-sized	sad	tired	
eager	idiotic	naughty	sassy	thankful	

ACTIVITY #3

With this list of activities I instructed the boys and girls to (1) put a + by those they liked (2) leave those blank which they had no feelings about and (3) scratch out thoses they hated.

The class then compared with other children to see if anyone else had answers just like their own. We found no one had exactly the same likes and dislikes.

I LIKE TO ---

_____ play outside
_____ watch T.V.
_____ play inside
_____ draw pictures
_____ read books
_____ talk to people
_____ be by myself
_____ help people
_____ work with machines
_____ do things where I can move around
_____ make up songs
_____ sing by myself
_____ work with my hands
_____ write letters
_____ build things
_____ collect things
_____ take care of animals
_____ skin my knee

_____ share my things
_____ ride bicycle
_____ make new friends
_____ scream at the top of my voice
_____ play house
_____ clean my room
_____ write stories
_____ help my mother and father
_____ be the boss
_____ paint pictures
_____ take out the garbage
_____ play football
_____ do the dishes
_____ go to sunday school
_____ tell jokes
_____ go to school
_____ get mad and yell at someone

CHEESE PROJECT

3rd grade, Hillsboro Elementary
Janet Terman-Eileen Butler-
Gladys Jantz & Virginia Vanek

Resourse Speaker	Occupations Introduced
Mr. Lawrence Brennan - President Of local AMPI	Cheese Makers
	Dairy Farmers
	Milk Man
Mrs. Darlene Goertz (School Nurse)	Grocer
	Photographer
	Newsman
	Nurse
	Truck Driver

Project: Cheese

Tangible Outcome: One pound of cheese

Subject Matter Area	Concept	Activity	Media & Materials
Social Studies	Modern cheese making reflects industrial change	Resource speaker showed modern methods Making our own cheese	Slides (explained by speaker) Wagner's Gourmet Home Cheesery
Science	Bacteria are tiny living things Cheese and cheese products are highly nutritious There is a relationship of time and temperature to achieve a predicted effect	Career pac-"Want to see Something Invisible?" School nurse spoke to pupils on nutritional value of cheese Demonstrated a way of utlizing whey as a drink	Reading Text Reference books Whey Kool-aid Pineapple juice Sugar
Mathematics	Many instruments are used for measuring in the cooking process	Mathpac-"How do you Measure Up?" Interest center to give practice in various measuring activities	Thermometers Clocks Variety of measuring tools
Language Arts	Written communications are important Proper sequence is important in communication Following directions carefully is important in any activity	Thank you notes written to resource speakers and to grocers Proper sequence for the slide presentation	Overhead Proj. Cameras Construction paper Pencils

Other Community Resources and Activities

Grocery Stores:

Committees went to local grocery stores to find out how many different kinds of cheese were available; the source, weight, and price.

Collages:

Collages were made with pictures of cheese found in magazines and cheese wrappers which pupils brought from home.

Visit to a cheese factory.

Presentation of Project Product:

Bulletin and Display Case in main hall: display to create interest in the art of cheese production. Also displayed when they were completed.

Superintendent, principal, and other teachers in the building came in to see what was being done.

Local newsmen came in to take pictures and there will be a write-up about the project in the local newspaper.

Slide presentation of sequence of activities when film is developed.

Cheese tasting party - invite parents.

C H E E S E

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey. . .

What in the world are curds and whey?
Curds and whey are the beginning of cheese! If you want to make cheese, start with milk: cow's milk, sheep's milk. You add something called rennet or lactic acid and heat the milk and let it stand until it separates into lumpy solids and a watery liquid. The solids are curds, and the liquid is whey. By stirring and heating them, cheese is made.

When we eat the curds alone, we're eating cottage cheese.

We know that the moon is not made of green cheese, as some people used to say jokingly. But did you know that there is a blue cheese? It's very crumbly and usually is made from cow's milk.

If you like pizza, you've eaten mozzarella, a white, stringy cheese. Some cheese smells strong but tastes good. Limburger is one of those. Hold your nose and take a bite. Mmmmm, good. Or what do you think?

Cheese comes in different colors, but mostly white and shades of yellow. Edan cheese is pale yellow and round and is wrapped in bright red wax. Eat the cheese, not the wax! Cheddar cheese is sometimes white, sometimes yellow or even orange. A slice of Swiss cheese looks a little like lace, because it has big holes in it. But don't wear it! Put it on a sandwich--much better that way.

Many kinds of cheese are aged--that is, they are put away in a dark cool place for a few weeks or months to improve the tast. Roquefort cheese, made in France, is stored in caves! There's a kind of cheese to please everyone--even Miss Muffet, sitting on her tuffet.

Naomi Ford, 2nd grade teacher
Galva Elementary, USD 419

Some of the activities we have done in our class are:

1. A complete study on Community Helpers: We use posters, magazines, duplicating material, the Giant Steps Series. We take each helper separately and study him. We write about the helper and when possible draw pictures. We read books dealing with each helper and his job--several taken from the city library which could not be found in our school library. We used films etc. when possible. The "I Want to Be" books are useful. The students love them!

2. A careerpac on the telephone. This is related to such subjects as English, Reading (Alphabetical Order) and Science. The children enjoyed this.

3. A unit on Kansas bringing out different occupations (farmer, grocer, etc.) comparing the past to now.

4. We have done Duso the Dolphin (DUSO Kit, American Guidance Service, Inc.) once and are doing it again. One boy is now participating in the discussion whereas the first time all he'd do is look down. Quite a few of the stories hit him "right between the eyes" (example: be nice, but not friends). The students really love DUSO.

5. I brought a full length mirror to school and the students look at themselves and describe what they see. We have had them lie down on large sheets of wrapping paper and a classmate traces their outline on the paper. Then the students draw themselves, checking the mirror to be sure of details. We are going to cut them out and put them in the hallway.

6. We are getting ready to do a careerpac on Producers and Sellers.

WORLD OF WORK

Kay Norquist, 5th grade teacher
Arlington Elementary, USD 310

Begin unit with a questionaire developed by the students after a classroom discussion of the different jobs held by parents of the students. One student may be recorder and write questions on board while another may be a secretary and copy them on paper. If there is a child who can type, he may make the "ditto" master. Many jobs came to light in our class including mayor, barber, secretary, cook, teacher, music teacher, farmer, welder, bookkeeper, curriculum coordinator, custodian, bus driver, minister, coach. Each student may take several questionaires and ask neighbors or relatives besides their parents to fill them out. Interest and enthusiasm are created by an initial activity such as this. (There were 17 students and they took home over 50 questionaires - most were returned.)

To motivate critical thinking about certain jobs, collages using magazine pictures and words, can be made by each student representing jobs of their parents and one or two jobs not covered in our survey. We displayed ours on a "World of Work" bulletin board. This project also created interest in the various jobs and reveals certain aspects of particular jobs.

A set of filmstrips, "Foundations for Occupational Planning" is excellent for setting the stage for further study. These filmstrips are titled: A. Who are You?, B. What Do You Like To Do?, C. What Is A Job?, D. What Are Job Families?, E. What Good Is School?, These filmstrips lead to excellent class discussions concerning the value of each and every person and each and every job. They open a door to awareness of different aspects of certain jobs - the need for certain jobs in particular area, skills necessary for various jobs, dignity of each and every job.

The SRA Job Experience Kit instills interest and excitement. Each child will want to do several kits and are particularly aware of how they do in each kit "test". They actually "do the work" of each job presented.

Family trees can be made using parents, grandparents, brothers, sisters, aunts, uncles, cousins. Besides each name, the person's occupation is written. After the trees are completed, a long list of all jobs should be compiled. Committees can be formed to put these jobs in catagories. Some suggestions for these are: Indoor-Outdoor, Provide Services-Provide Goods, College Education-No College, Special Training, Agriculture, Science Education, Construction, Health, Selling, Math. This leads to an awareness of relationships among job-family job trees.

A good follow-up activity is lots of "What If?" questions which motivate class discussion concerning interdependency of one job to another. Example: one fifth grade girl has an aunt who works in an envelope factory.

What if no one worked in a factory that made envelopes? Secretaries couldn't mail letters; bills couldn't be sent or paid by mail; postmen would have a lot less mail to deliver, etc. What if there were no opticians? Many many people would have to find different jobs if they didn't have glasses - secretaries, bus drivers, barbers, librarians, plus many more. What if there were no ditchdiggers? (One girl has an uncle who operates a machine that does this.) Underground phone cables couldn't be laid; highways and country roads would not drain; sewer lines couldn't be installed; foundations for huge buildings ouuldn't be dug. These kinds of questions are practically unending and lead to many interesting discussions that requires much critical thinking. At the same time they create awareness in the students about job relationships to each other.

Hobby charts can be constructed by each student. In the center (hub) of a wheel, write one hobby. On the spokes, write jobs that are closely related to the hobby or at least involved some way. One of the most prevalent hobbies among the boys seem to be sports. The jobs in this field are many. Example: Football - coach, pro-player, referee, announcer, TV and Radio, trainer, statistician, manager, owner of concession stand, reserve police officer, selling athletic equipment, game photographer, sports writer, TV camerman. For the hobby of reading - author, artist, or sketcher, publisher, editor, reader, magazine editor.

Committees can be organized to categorize jobs into these headings; Hot Climate, Cold Climate, Dry Climate, Wet Climate, Mountainous Area, Plains Area. Whenever "stumped" think of an area that has the particular feature and do some research on that area. This will help students to come up with jobs necessary in that are. Example: Everglade, Florida - Wet Climate. This type of activity leads to open discussions about <u>why</u> certain jobs are necessary in some areas and not others. They also become aware of the fact, there are many choices as to what kind of work and where to work.

Another Committee Activity involves these headings: Jobs that require Reading Skills, Writing Skills, Speaking Skills, Good Citizenship Skills. A great number of occupations will be discovered to fit each topic. The students will also realize that there is a great over-lap when it comes to the skills.

Interviews are excellent. If possible have parents come in or anyone else available. Let students prepare questions to be asked before the interview. Spontaneous questions will arise which will lead to other areas, also. You might have two ot three spokesmen for the group and several recorders. After the interview let students compile information in an article for the class file.

Visits to different stores or firms in an area can be arranged and are very educational for such a study. Class trips are excellent opportunities for visiting a bakery, newspaper printing office, etc. Prior to the trip have students think of all possible jobs they think they will see and what is involved in each one. After the visit, compare what they thought they would see and what they actually saw.

Summary in Brief
"Career Education"

Mrs. Pat Howard, 6th grade teacher
Cloverleaf Elementary School
Moundridge USD 423

Three groups

Three groups of students had some involvement in "Career Education". For the main part, sixth graders were involved. My fifth grade homeroom was included in the foreman-employee experience and "got their feet wet".

The program has been carried out over the entire school year, not concentrating on any period of time except the two weeks in early December.

Materials used from CKAVTS included:
- Job experience Kits (Students loved these!)
- Widening Occupational Roles Kit
- Set of 40 cartoon transparencies (Students want to make some of their own.)
- Environmental Control Occupations Comic Book (Great!)

Materials from other sources not including our own library:
- Movies available from the U.S. Bureau of Mines
- Movies from Modern Talking Pictures including an exceptionally good one on assembly line-mass production titled "Why The Shoe Fits."
- Articles from newspapers including the Want Ad section

Visual aids students felt helped:
- Bulletin boards with shared items from students and teacher
- Field trip to Bradbury Company in Moundridge
- Charts with magazine pictures, characteristics necessary to do the specific job under the pictures.

Activities:
- Foreman-employee experience
- "Nutcracker" production
- Interviews (Including pictures and tapes) approx. 150 interviews
- Class discussions
- Games such as "Cooperation" and "Immediate Response"
- Notebooks kept through the year
- Class quizzes to check up on themselves
- All students went to McPherson on a single trip-divided into nine groups so they could choose something specific

The students felt, and I agree, that it was an advantage to run the unit throughout the year instead of concentrating because we have short periods of time together. They also felt this gave the teacher and students time to think of new ideas, learned by having time to discuss with parents over a period of time, have student time to gather more articles, and would not be as inclined to forget as we could reinforce ideas.

During the first few weeks of this school year, we were discussing grades when one student remarked, "I'll be glad when I'm through school and don't have to get grades anymore." I asked the class if they felt this was true. A lively discussion ensued and as follow-up each student asked their parents what "grades" were given in their jobs.

We concluded that everyone is responsible to someone if they are engaged in useful activity. Two days we discussed "grades" on jobs and listed them. For example, a doctor checks the charts kept by nurses, farmers check their fields fertilized by Co-op employees etc.

We discussed and researched the levels of supervision and responsibility as found in a factory. We decided to try setting up a foreman-employee system with the teacher as head supervisor.

Briefly the following was agreed upon:

All students names were on cards and divided blindly with half foremen and half employee also matched blindly. (Consensus was that on most jobs you could not choose with whom you would work!)

Students were seated according to pairs, one foreman, one employee.

Settled on $125 in Monopoly money for 9 working days.

Decided on what would cost loss of pay or get credit for bonus.

Decided people would get second chance before being "fired".

Change combination if clash of personalities was too great. (Later decided people must work out problems instead!)

Foreman and employee would exchange reports on each other on Friday.

Reports were to be private, only those involved and supervisor would read them and be in on discussion.

After the end of the first week, the students decided Monopoly money wasn't satisfactory because it is worth nothing. Privileges such as educational games or free time were considered better pay.

The second week period, the students chose three people they would like to work with in the same set-up except those who had been foremen would be employees and vice-versa.

In evaluating what we had done I asked the students to write:
Did you like the foreman-employee experience? Why or why not?
Did you think you behaved any differently or was your work affected?
If we did this again, how would you change it?
If you could be a foreman or employee, what would you choose? Why?

"Nutcracker" Slide and Tape Production
Major activity-November and
first two weeks of December.

"Nutcracker" pictures and story
6A Language Arts class
Assembly line production experiment
Two sections of Social Studies
52 students involved

Fitting our Career Education to the Christmas season, we made our own version of the "Nutcracker". Using five different stories, the writers worked on an adaptation.

The twenty-six students in Language Arts class chose their official job or occupation according to what they felt were their best skills. The groups of workers were:

Scriptorians	Artists	Actors and Actresses
Proofreaders	Colorers	
Music techniques	Sound Director	
Art Technicians	Taping Technician	

The resulting production was a seventeen minute tape. (This was accomplished after many try-outs and three taping sessions!) Mrs. Lillie Goering, our librarian, who is also an accomplished photographer, took slide pictures of thirty-five frames which the students had drawn to go along with the tape. The tape slide presentation was shown to all students K through 6th grade. Parents also attended one presentation at our own building.

The sixth grade Social Studies classes made fifty-four oak tag "Nutcrackers". Each Nutcracker had five parts put together with brads. Twenty-six students worked on producing the entire doll as a custom item. Twenty-six students worked in assembly fashion as follows.

3 drew parts	2 colored with magic markers	1 put brads in
3 drew in details	2 cutout pieces	1 worked as
	1 punched holes for brads	"Quality Control"

The end result was: Assembly line 32 Nutcrackers
Individual workers 22 Nutcrackers

Examining the Nutcrackers, students came to the following conclusions:

Assembly line dolls were not as neatly and carefully made.
Individual workers could see the total product and took more pride in their work.
Assembly line workers made more but Knew no one would know which person was directly responsible.
Understood why custom or handmade, one-of-a-kind crafts are expensive.

Nutcrackers were given to every kindergartner after the tape-slide presentation

Cooperation Game
National Training Labs
"An Experiment in Cooperation"
NEA JOURNAL, October, 1969

Materials: Tagboard and brown envelopes.
Cut five 6-9 inch squares from heavy tagboard. Section the squares by cutting according to the patterns below. This makes one set. The teacher will need one complete set for each group of five children who are playing.

Note that pieces No. 1, 3, 4, and 7 are all the same size. Do not label the children's squares.
Place the pieces in the envelopes as follows:
Envelopes: One Shapes No. 6, 10, 14, 15
Two Shpaes No. 1, 3, 5, 7
Three Shapes No. 2, 8, 12
Four Shapes No. 4, 11
Five Shapes No. 9, 13

Directions: (1) Divide the children into groups of five. Arrange chairs or desks for each group in a circle
"I am now giving each of you a brown envelope. When I give you the signal, you may take out the contents. You are to form a square (using only three pieces) by giving or exchanging pieces with others in your group You may not talk or ask in any way for a piece you want. A trade is not necessary. If I ask you a question you may not answer me."

"Are there any questions? All right, the no talking period has begun. Take out your pieces. The game has begun."

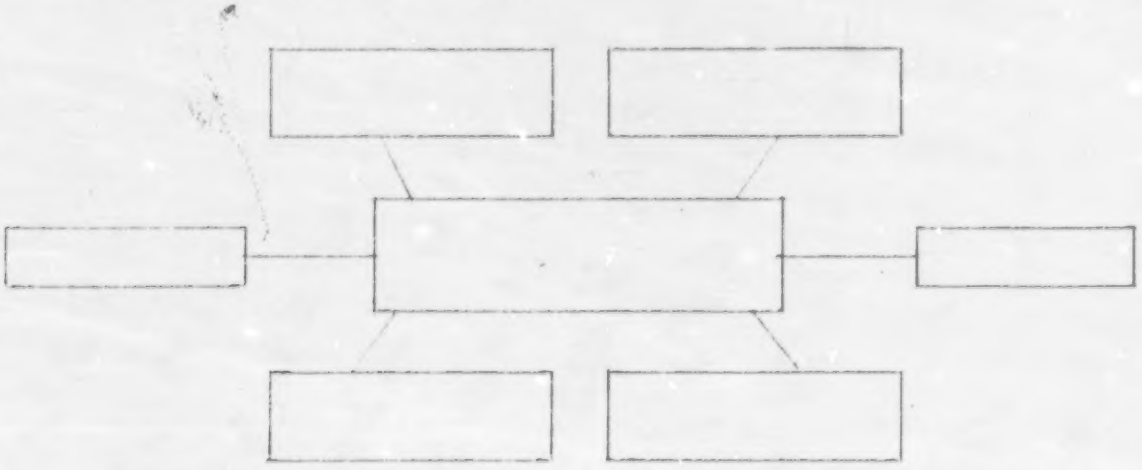
(2) If, after a while, a group is not progressing, ask the person in the group who is having trouble. "What do you need?" or "What is holding you up?" Ask the person who has too many pieces, "Why aren't you sharing?" When a group has compiled their squares they may observe the other groups silently. When all groups have finished, discuss with the children how this was like a real life situation. For example, ask "What happens when a member of a group does not share?"

Evelyn Schmidt, 5th grade teacher
Durham Attendance Ctr. USD 410

Here are some activities we did in our classroom. Had I had my own self-contained classroom, I feel I could have done more.

1. We made bulletin boards showing "Job Families". Then students worked together in groups to fill in the various "Job Family Trees".
2. Students worked in pairs to fill in the boxes about their hobbies and how they can be useful in jobs later on.
3. Each student had a sheet to check on his own as to what he liked to do. Then they would compare their papers to see their likeness and their differences.
4. We plan to use the chart of "Where Would You Rather Live and Work?"
5. The project we're working with now is the "Job Questionaire". This is proving to be of great interest to them.
6. We have worked the Careerpac from the class taught by Dr. Clapsaddle from WSU. The students showed a lot of interest in it and I plan to make several to be used in interest centers next year.

In the big square in the center, write the one thing you like to do most in your spare time. In the little boxes, put the names of jobs in which your interest or hobby would be useful:



Put a check mark on the line of the ones you like to do:
I like to:

____ be indoors
____ be outdoors
____ draw pictures
____ be by myself
____ help people
____ work with machines
____ talk to others
____ work with my hands
____ try new things
____ make up songs
____ build things
____ collect things
____ be with people most of the time
____ do things by myself
____ make things others can look at or use
____ put my ideas on paper
____ work with numbers and mathematics
____ help people to be happier
____ discover new ideas
____ make pretty pictures
____ write music or songs
____ work on school activities

When you finish, check with a classmate and discover how you are alike and how you differ.

JOB QUESTIONAIRE

1. Name of occupation_____
2. What were the requirements
   A. High School?_____
   B. College?_____
   C. Special Training:_____
   D. Needed Experience?_____
3. Do you work with
   A. People?_____
   B. Ideas?_____
   C. Things?_____
4. Do you use math in your work?_____
5. How long have you been in this work?_____
6. How many hours a day do you work?_____
7. What is your hobby?_____
8. Has your hobby influenced your choice of occupation?_____

Where Would You Rather Live and Work?

Directions: Put a check mark by the places you would like to live and fill in the jobs which can be found in these locations.

Hot Climate	Cold Climate
Dry Climate	Wet Climate
Mountainous Area	Plains Area

Mrs. Virginia Ekholm, 4th grade teacher
Countryside Elementary, Inman USD 448

CAREER DEVELOPMENT ACTIVITIES

"Expanding student awareness to themselves and the world of work" has not been difficult to incorporate into a classroom of 24 lively nine and ten year olds. We used many of the materials provided by CKAVTS and feel the tests were great--helped organize the students thinking. The films were fine and elicited good student response. When we used the filmstrip "What Can I Do?" teacher told them what she appreciated about each one! The job tree was made and students enjoyed this experience. The JOB EXPERIENCE KITS were great favorites.

We mailed letters to parents explaining our focus on career development and expanding student awareness, and asked if they felt their place of business would be of interest to students and they could arrange for us a visit to notify us. They responded with invitations to visit the flour mill, Lackey's eggs, Cessna, a farm, a pig farm (babies to fattening), the refinery and the livestock sale barn in Hutchinson. Due to inclement weather we were only able to visit the Livestock Sale.

During the visit to the Sale Barn students learned things like: what is an auctioneer, breeds of cattle and hogs, how to bid, helpers protected by high fences and iron bars, 48 head of livestock could be sold in 15 minutes, to keep down unless you are bidding, and that ANYONE can go to a public sale.

One student's father (policeman in Inman) visited the schools and showed us his car, uniform, blew the siren, put handcuffs on us and explained and used his two-way radio.

Each student explained their father or mother's business. For example one student's father is a welder and she brought doll furniture her father made and explained and showed what the welding helmet was for.

Since an important part of this project is in helping students identify themselves as already embarked on their "career journey" and helping them link the here-and-now world with a future career life, pictures were taken of student showing him as a member of a church, as a student, and many pictures showing how he is learning to visualize himself as a working adult by the hours he spends each week at his father's place of business (helping with the stock and inventory, calling when cars are ready, addressing and mailing monthly statements, learning to change tires and watching motor tune-ups, etc.) and we have shown this to parents and other groups.

Every child comments on "jobs", "careers", etc. I would say they are definitely "aware".

Inman Junior High Pilot Career Project

N.A. Schmidt, Project Leader
and also Social Studies Teacher

Due to scheduling problems it was decided to meet with this group during band time three times a week for 35 to 40 minutes each time. I selected ten students who were not in band. Five boys and five girls all in the eighth grade. I selected students from the various churches and income groups, from those who have trouble paying school bills and buying clothing for their families, to those who are unskilled laborers, to professionals.

We have no textbooks, no tests, no grades, we just meet and confer and discuss what they want to talk about or ask. We have taken the Kuder, Life Style and Values Tests. Our counselor will go over the Kuder and previous aptitudes tests these students have and visit with them about these.

Approximately a half dozen periods were spent rapping about understanding ourselves. The following were the lead questions: 1. To you, what is the most important thing about chosen vocation and an avocation? 2. Do you know your personal qualities of likes, dislikes, strengths and weaknesses? 3. Are you a leader or a follower? 4. Can you be either? 5. What upsets you? How do you act when you are upset? Student response was excellent and they participated freely in a give and take situation.

Next we went into a ten point program to understand a career: The following were accepted, not necessarily in this order. 1. Pay 2. Working conditions 3. Vacations 4. Fringe benefits 5. Retirement 6. Unemployment Compensation 7. Taxes and Social Security 8. Opportunities for Advancement 9. Related jobs.

We spent quite some time sharing what happiness is and whether it relates to what we'll choose as our career.

Each of us researched our favorite job choice if we decided today, also a completely foreign job to us. They enjoyed this very much.

We still want to: 1. Play the career game. 2. Do an interview and invite a chosen professional to meet with us. 3. Go on a field trip as a reward for time spent in the class.

We are really enjoying this.

Inman - Schmidt

CAREER CHOICE_____ NAME_____

TRAINING NECESSARY?
WAGES?
FRINGE BENEFITS?
HOURS TO WORK AND WHAT PART OF THE DAY?
WORKING CONDITIONS?
OPPORTUNITIES FOR ADVANCEMENT?
JOB SECURITY?
RELATED JOBS?

JOBS RELATED TO AGRICULTURE
A CAREER DEVELOPMENT PROJECT

Ruth Terrill, English teacher
Grades 7 & 8, Partridge Jr. High

EMPHASIS: Agriculture and Agri-business careers
SUBJECT MATTER: Math, Science, English, Social Studies, Art
GOALS: Students will become aware of changes which have taken place in agriculture and will be able to project into the future to think about future changes.

Students will realize that farming is a very specialized business with many farm-related jobs supporting every farmer.

Students will understand that lifestyle desired and personal resources greatly influence choice of careers in agriculture or agri-business.

ACTIVITIES: Three teachers teach all subjects except music to the 30 students in the seventh and eighth grades. These teachers and the students worked together as much as possible in planning and carrying out the various activities outlined below.

I. Making a collage---"Who Am I?
II. Bulletin board---"What Do I Want To Be?"
III. Use of Simulation Games from CKAVTS Career Games
IV. Filmstrip and discussion
Foundations for Occupational Planning
Six strips from CKAVTS
An Overview of Technical Education from CKAVTS

V. Field trips
Kansas Power and Light Plant
Hutchinson News
Kansas Fish and Game Commission Headquarters at Pratt
Small group trips
Small processing plant
Vocational Technical School
Veterinarian
Bank
Far-Mar-Co research center
Nursery-Greenhouse and Food Wholesale Company

WORLD OF WORK PROJECT ACTIVITY SHEET

January 12-26----------"Me" Collage Poster
January 25----------Filmstrip discussion, "Who Are You?" Letter Writing Skills
January 26----------Kansas Power and Light Field Trip - Hutchinson News Field Trip
January 22-Feb. 3----- Use Job Experience Kit
January 29-Feb. 3----- Play Career Games
See and discuss four more Foundations for Occupation Planning Films
Use any other filmstrips individually or in small groups

February 3----------Small group field trips
February 6 & 7---------Small group presentations
February 9----------Pratt Field Trip

NAME_____ WORLD OF WORK RECORD SHEET

Activity	Completed	Evaluation
"Me" Collage		
Job Experience Kit (list those completed)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Career Games (list final choices and scores from evaluation)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
KPL - News trip Evaluation (attach sheet)		
Pratt Trip Evaluation (attach sheet)	_____	_____
Small Group Trips (attach sheet)	_____	_____
People I talked to about the world-of-work in addition to above.	_____	_____
Things I read about world-of-work in addition to above.		

EXPLORING THE WORLD OF WORK
SMALL GROUP PROJECTS

This project is designed to allow people with similar interests in the world of work to explore their interests together. The members of the group are responsible for planning and organizing their own project, then executing the plan and reporting to the remainder of the class.

Each group is responsible for: Its own transportation. Making arrangements where they will visit. A sponsor to accompany them. Outlining what to gain from the trip. Presenting their plan to Mr. Adelhardt or Mr. Terrill for approval by Wed. Jan. 24. A 5 minute presentation to the rest of the class in which all members must participate, presenting a written evaluation as to whether their goals were met.

These trips are tentatively scheduled for the afternoons of Feb.2
Reports to the class will be during the following week.

I.
Our Group Members are_____,_____

_____,_____,_____

Out trip will take us to_____

_____

Our sponsor is_____

Our transportation is_____. We will leave school at

_____, arrive at_____at_____, leave there at
(time) (place) (time)

_____and be back at school at_____.
(time) (time)

II.
From the trip we hope to:
What we hope to see-

Questions we will try to have answered

III.
Presentation for the class
(Tell what part each group member will have in making the presentation to the class next week).

If you plan to take pictures:
Whose equipment will you use_____

Who will take the pictures_____

Who is responsible for development_____

If you are taping an interview:
Whose equipment will you use_____
Who will do the taping_____
On back of this sheet list questions you will ask.

OUTLINE OF CKAVTS CAREER EDUCATION PROGRAM

Lawrence Taylor, Social Studies
Canton-Galva Junior High USD 419

"Eurasia" Class - 7th grade

Introduction:

I have tried to incorporate into my Eurasia class some of the materials provided by CKAVTS. Most of the materials have been received by the class members with enthusiasm and challenge. The pre-testing program opened up varied and new opportunities for several of my students. It has been easy to put several of these materials into my class but also time comsuming. The program in general has been received with a positive attitude by the school administration. A class will be offered and required next year for our 9th grade students entitled "Career Education". Mr. Joe Mouam will be teaching the course and I suggest contacting him for future materials and programs in our system.

November 29 and 30	Pre-testing program
December 6-12	"World of Work"
December 19	Are You Looking Ahead? -"Do You Like Sports?"
December 22	Do You Like Animals?
January 9	"Would You Like Hospital Work?"
January 17	Foundation for Occupational Planning -"Who Are You"
January 23	Leisure Time: 'Busy or Bored"
February 15	"Have You Tried_____?"
February 22-28	Career Game

CAREER EDUCATION IN SOCIAL STUDIES

Wes Bartlett, Social Studies
Sedgwick Jr. High, USD 439

Object:

To acquaint students with career possibilities through study of history.

Procedure:

We started out with giving every 8th grader the Kuder General Interest Survey. Then we explored pioneer jobs done in the home which were now done by manufacturers. The main job being wool spinning and cloth making.

Mrs. Yourdon, high school counselor, brought up her spinning wheel and dressed as a pioneer and showed the classes how to spin and different information about the wool. The boys then went to the shop and tried to build a spinning wheel (They failed, however).

Next we had individuals do research on wool manufacturing and cloth making and present these to the class.

We are presently in a second unit in which we are studying government and the available jobs in this area.

Mary Kosier brought an interest survey to our class and administered it to us. We will recheck ourselves when we finish the unit.

We showed two fimstrips from the eye gate series Real Problems Facing Us and discussed problems, situations, and career opportunities discussed in this material.

I handed out a power arrow to the group of different situations in the class such as U.S. Government and their authority over different people, State Government, teacher and class, and parents and family. The students soon compared the relationships of Central Government and power to parents and power and others on each level.

We will cover the exact jobs now of the government officials and discuss job or career possibilities according to their interests.

VALUE SENSE EQUALS CAREER CENTS

Marjorie Warta
Hesston Middle School

INTRODUCTION:

This unit was designed to help middle school students in the seventh and eighth grades of Home Economics understand what "values" are and how they can influence their behavior and career plans.

LEARNING OBJECTIVES:

1. The student will demonstrate their understanding of the concept,"values" through class discussion
2. The student will identify their values by card votes.
3. The student will identify resources available for personal use and as a tool for goal attainment by a group rap session.
4. The student will become aware of the influence of values and resources in career choices by viewing the filmstrip "Who's You". (J.C. Penny)

PRE-TEST

1. As a middle school student I feel that values are.....
2. My values have been determined by.....
3. Values determine the way you spend your resources...True or False
4. At the present time career information is...Important or Unimportant

Lesson 1 HOW'S YOUR VALUE SENSE?

1. Card Votes (J.C. Penney)
2. Define values.
3. What decisions do you make each day?
4. What resources are available as you make these decisions---human and material?
5. What is the difference between work and leisure activities?
6. You have one week of free time which you may use any way you desire--what would you do?

Lesson 2 HOW'S YOU MONEY SENSE? Does it make cents?

1. Give students play money $100--How would you spend this money?
2. What influenced your decision?
3. How does the job affect money?
4. How does the job affect the lifestyle?

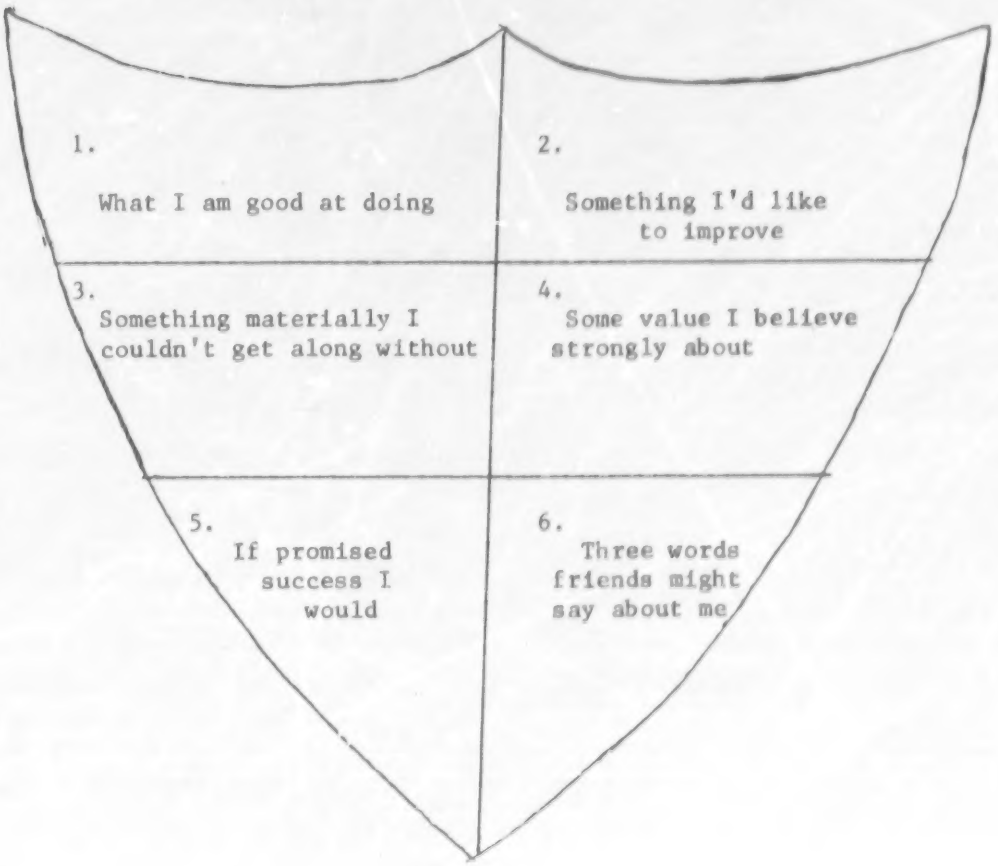
Lesson 3 HOW'S YOUR WORK SENSE.

1. Recognize there are a wide and increasing variety of occupations.
2. Recognize there are some various ways of classifying occupations.

Lesson 4 HOW'S YOUR FUTURE?

1. Cost of Arms---(J.C. Penney)
2. Discussion of long-term and short-term goals.
3. Hobbies may lead to careers--something that interests you.
4. Identify certain careers that are sometimes selected because of life style or prestige factors.

COAT OF ARMS



WORLD OF WORK PROJECT

Madeline Crosley, Social Studies
Pretty Prairie High School

GOAL:
The student will become aware of self in relation to the world of work and will be able to relate his possible career choice with his environment.

DEVELOPMENTAL OBJECTIVES: (11-12)
For students to evaluate various career possibilities in context with their environmental and social problems today.

PERFORMANCE OBJECTIVES:
1. Students will gain an understanding of environmental problems.

ACTIVITIES:
- A. View series of filmstrips on "Man and Physical Environment" ("Real Problems Facing Us")
- B. Discussion of problems and each student's role as:
  - (1) a citizen
  - (2) one engaged in a specific vocation connected with each problem area
    - (a) type of occupation
    - (b) education needed

2. Students will gain an insight into how occupational choices will effect life style or how insistance on a certain lifestyle will influence career choices.

ACTIVITIES:
- A. Career Game--used by each participating student
- B. Follow-up by having students check want-ads to see what job openings there are in this area for their interest field.

CRITERION MEASURE:
Each student will be able to designate several occupations of interest to him/her and find employment possibilities in this area of Kansas.

CAREER PROJECT - FALL 1972

Connie Welch - Business Instructor
Fairfield High School, USD 310

The General Business Class consisting of twenty-two students were involved in this career project in conjunction with a unit in our textbook entitled "Living and Working in Our Economy." Filmstips and cassette tapes listed at the end of the report were used to great advantage.

Before beginning this project, the class had already talked about careers and the students had looked in the classified section of the newspaper for various jobs they would be interested in and could do. Oral reports had been given on their findings.

In beginning the project, folders were given to each student to keep their materials in and to add to throughout the year. (Handout sheets Nos. 1 and 2 "Occupational Ignoramus" were given to students.) It was stressed that students need to think about the many job possibilities open to them and that they should think seriously about several careers in which they might be interested.

The students were asked to list on a sheet of paper three occupations in which they would like to work. A class member then listed these on the board for the rest of the class and we put them into job families. We discussed why people work and what they want to gain from their work. The importance of job satisfaction, security, and a co-operative attitude among workers was stressed.

All of these students do not plan to go to a four-year college. Some may go to vocational-technical schools for additional training. There is also "on-the-job" training. We discussed the merits of getting a summer job in the area of the students vocational interest and planning to take courses in school that would help them in their chosen career.

The filmstrip Trouble at Work, - Band 2 - "Failing to Communicate" was shown. (Young girl working in department store not understanding instructions of older supervisor; girl may get fired.) Two students planned and role-played how they would handle this situation. The other class-members commented on the presentation and other possible solutions. The importance of personal relations with co-workers was stressed.

The class talked about the large number of married women who work. Most thought it was all right for mothers to work while few disagreed. A projection of number of workers in occupational groups for the next eight years was shown to determine where the greatest number of jobs would be.

Students were asked to think about the three possible career choices they had previously written down. They were to think about what possible influence their families, friends, or communities might have had in their choices. (Would they have chosen the same career if they lived in Denver or Wichita?)

The class was asked to name the subjects they are taking or have taken and tell whether their friends were taking the same courses. Did their friends influence their choice of subjects? They were then asked to list the courses they have taken with the ones they liked best listed first. (At least five) Then they were to write down the grades they earned beside the courses. Was there any relationship between the grades they received and the courses they liked best? The relationship between enjoying your work and doing a good job was stressed.

We discussed the changing world of work and the fact that more skilled workers will be needed in the future.

We then prepared interview sheets with questions on them we wanted to ask people who are currently employed. (Handout sheet No.3) The students were to interview at least one person and report orally to the class. Among those interviewed were people employed as:

tool grinder - Cessna	pellet machine operator
Co-op Elevator worker	special education teacher
press operator	mechanic
registered nurse	custom swather
truck terminal agent	deputy sheriff
beautician	welder
math teacher	

Mrs. Hazel Rockhold, counselor, helped with instruction and administration of the Kuder Special Interest Test. One class period was used to complete the test. The next class period students worked to score their own test and to determine their interest area. Transparencies were shown indicating what jobs they might like as related to the general interest area indicated by their test scores. (Handout sheet No. 4) Addtional job lists were handed out to students to show the many varied occupations and the approximate level of training needed to obtain the jobs.

They were then to begin making career choices, narrowing them down to one career and writing a report on that career. (Handout sheet No. 8) Materials were obtained from the library, from the counselor's office, and from the Area Vocational-Technical School at Newton. Several class periods were spent in writing these reports. Resource materials were brought into class to save time and confusion.

Reports were written on the following careers:

office workers	forest ranger
special education teacher	music teacher
truck driver	mechanic
social worker	photographer
veterinarian's assistant	farmer
herpatologist	receptionist
choregrapher	game biologist
telephone operator	beautician

The filmstrip On-the-Job - Four Trainees was shown indicating various ways to obtain training. Questions and discussion was held over the various training methods and the advantages of each. A handout was given to students showing various places to obtain training at Vocational-Technical Schools throughout Kansas (Not included here)

We talked about how to go about getting a job through newspaper ads, state employment offices, and personnel departments of business firms.

A checklist was given to students as a criterion measurement approximately three months later. (Handout sheet No. 9)

In summary, the students learned quite a lot about the variety of careers available and they enjoyed the project. Plans are being made to implement this type of career emphasis on other business classes.

Resource Material Used

DeBrum, S. Joseph; Haines, Peter G.; Malsbary, Dean R.; Crabbe, Ernest H. General Business for Economic Understanding. Ohio: South-Western Publishing Co.

U.S. Department of Labor. Dictionary of Occupational Titles.

U.S. Department of Labor. Occupational Outlook Handbook.

Finney Company. Occupational Guidance. Minneapolis, Minnesota 55426

Various pamphlets from counselors office.

Sound Filmstrips:
On-the-Job - Four Trainees - Guidance Associates
Trouble at Work - Guidance Associates
Why Work at All? - Guidance Associates

Cassette Tapes:
"Don't Blow Your Cool"
"The Magic Words That Get You Fired"

CAREER EDUCATION IN COOPERATIVE INDUSTRIAL TRAINING

Margaret Yourdon, Business Ed.
Sedgwick High School, USD 439

1. Career Education began with a Unit on Direct Occupational Training in order for the student to be able to thoroughly describe his job, its educational needs, interests, needed abilities and occupational outlook.

2. Students listed his own attributes and problems he needs to work on.

3. Students planned taped interviews of graduates who had been on the job for 1 to 3 years. They selected questions that (enclosed sheet) they would ask. The interviews were taped and played back to the class. Then the class summarized the interviews, as seen on the attached sheets.

4. Strong Vocational Inventories were given, interpreted and discussed in relation to their future plans.

5. A group experience in vocational exploration was done by using processes developed by Dr. Daane of Arizona State University (Vocational Exploration Group Kit). These experiences included: What would you do

if you had a million dollars? What do you consider a "top" and "bottom" job for yourself (and the others in the group)? What job satisfiers are important to you? Categorize different occupations as having specific relationships to data, people and things., etc.

INTERVIEWS: Student took tape recorders and interviewed last year's seniors who were "still around" the area.

tape #_____

SEDGWICK HIGH SCHOOL - TAB SHEET

These are the questions everyone was going to try to include during the interview. To help tabulate quickly, please summarize the responses made by the person you interviewed. Thanks.

(Summary of responses by persons interviewed is shown in courier type)

1. HOW DID YOU FIND YOUR JOB? (applications; friends, relatives, newspaper ad)

2. WHAT DO YOU LIKE ABOUT YOUR JOB? (Meeting different people, being able to do different types of things; being able to advance; the pay; people who work there; always busy)

3. WHAT DON'T YOU LIKE ABOUT IT? (Something all the time; hours vary--hard to plan; the pay)

4. WHAT PROBLEMS HAVE RUN INTO? (Not enough to do, bored)

5. WHAT KEEPS YOU HERE IN SEDGWICK? (Cheaper, close to job)

tape #_____

INTERVIEW SUMMARY

SETTING OF INTERVIEW:

DO YOU FEEL PERSON INTERVIEWED WAS BASICALLY HONEST IN RESPONSE, OR DID YOU GET A SNOW JOB? (all except one felt the responses were honest)

THINGS YOU LEARNED ABOUT WORK AS A RESULT OF THE INTERVIEW: ("Everyone has their problems on the job--you either work with them, around them, or quit." "It's hard to find out what you really enjoy and what to do and advance in for the rest of your life.")

WERE THERE SOME THINGS YOU DIDN'T LEARN YOU WANTED TO KNOW? (Where to find suitable jobs.)

THINGS WE MIGHT DO TO MAKE THIS ACTIVITY BETTER: (Talk to older people, spend more time on how to use the tape recorder; do more activities such as this.)

DO YOU FEEL THIS IS A WORTHWHILE ACTIVITY FOR HIGH SCHOOL SENIORS? (All said "yes")

CKAVTS CAREER DEVELOPMENT PROJECT

Meeting - Phase II
KG&E Hospitality Room, Newton, Kansas

March 14, 1973

1:30 Welcome and introducation of guests - Mary Kosier, Project Coordinator

Overview of CKAVTS Career Development Project - Dale E. Brooks, Area Director

Growth of Career Education in Kansas - Barbara Hartman, Guidance Specialist
Kansas State Dept. of Education

1:45 Film "I Want To Be--"

2:00 Coffee Break

2:15 Highlights of Phase II

K-3 Lillie Goering - Librarian, Moundridge USD 423
Janet Terman - 3rd grade, Hillsboro USD 410
Naomi Ford - 2nd grade, Galva USD 419
Betty Boldenow - 3rd grade, Hesston USD 460

4-6 Virginia Eckholm - 4th grade, Inman USD 448
Evelyn Schmidt - 5th grade, Durham USD 410
Kay Norquist - 5th grade, Arlington USD 310
Gwen Duell - 6th grade, Sedgwick USD 439
Pat Howard - 6th grade, Moundridge USD 423

7-9 Marge Warta - 7-8 Home Ec., Hesston USD 460
Nick Schmidt - 8th grade, Social Studies, Inman USD 448
Ruth Terrill - 7-8 English, Partridge USD 311
Lawrence Taylor - 8th grade, Social Studies, Galva USD 419

10-12 Connie Welch - Business, Langdon USD 310
Madeline Crosley - Social Studies, Pretty Prairie USD 311
Margaret Yourdon - C.I.T., Sedgwick USD 439

3:00 IDEA SHARING

Keith Bray - Superintendent, USD 410
Hazel Rockhold - Counselor, USD 310
Glen Dey - Counselor Educator, WSU
All Participants

3:20 Groups for evaluation, pick up materials

3:30 Adjournment

I have a better general understanding of the possibilities of career education than before involvement in the CKAVTS Career Development Project.

SA A N D SD

Today's session provided me with new ideas that will help me incorporate other career development concepts into my assigned area of education.

SA A N D SD

From my experience the career education approach to learning has very little to offer to the educational system.

SA A N D SD

I would like to see our entire school system prioritize a developmental approach to career education.

SA A N D SD

Today's session was helpful and worthwhile.

SA A N D SD

The greatest facilitator to me in that area of career development would be

_____In-service training sessions.

_____More resource materials available.

_____More Administrative support (ie: providing busses permitting field trips, etc.).

Please rank the above in terms of their importance to you, with "1" being the greatest facilitator, etc.

COMMENTS:

Thank you so much for your help.

School CKAVTS Career Development Project Date April 3, 1973

Listing of Career Education Materials That Teachers Find Most Useful

Title of Material	Grade Level	Company or Source	Approx. Cost
		Books	
Come Work With Us series In Aerospace In An Airport In A Bank In A Dairy In A Department Store In A Hospital In A Hotel In House Construction In A Newspaper In A Telephone Company In A Toy Factory In A TV Station	2-4	Follett Book Co. 1018 W. Washington Blvd. Chicago, Illinois	$ 3.38 Each
"I Want to Be..." series 36 titles (paperback)	1-3	Children's Press 1224 West Van Buren St. Chicago, Ill. 60607	20.00 Set
Job Family Series (20 booklets)	6-10	SRA	21.00 Set
Open Door Series 36 titles (paperback)	adult content easy reading	Children's Press	27.00 Set
Occupational Outlook Handbook (paperback) (EXCELLENT)	8-adult	U.S. Govt. Printing Office	6.50
Yellow Pages of Learning Resources (paperback)	6-12	M.I.T. Press 28 Carlton Street Cambridge, Mass. 02142	1.95

School CKAVTS Career Development Project Date April 3, 1973

Listing of Career Education Materials That Teachers Find Most Useful

Title of Material	Grade Level	Company or Source	Approx. Cost
Study Prints			
Community Helpers Series Police Dept. Helpers Fire Dept. Helpers Postal Helpers Dairy Helpers Supermarket Helpers Hospital Helpers	K-3	SVE	$8.00 ea.
Moods and Emotions	K-3	Crestwood House, Inc. P.O. Box 423 Mankato, Minn. 56001	7.95
Magazine			
Career World (9 issues)	7-12	Curriculum Innovations, Inc. 501 Lake Forest Ave. Highwood, Illinois 60040	2.95
POPEYE Career Awareness Comics (15 career clusters)	7-12	King Features 235 East 45th New York, N.Y. 10017	.20 ea.
Guidance			
DECIDING: A decision making program for students	7-10	C.E.E.B. Box 592 Princeton, N.J. 08540	2.50 ea.
World of Work: Readings in Interpersonal Relationships	7-12	McGraw Hill	
Triple "I" Series--Ideas, Images and I (Unit 3--"Work"--of each book can be purchased as softbound units)	1-6	American Book Company	
Dimensions of Personality series (student workbooks for each level)	1-6	Pflaum/Standard	approx. 2.25 ea.

School CKAVTS Career Development Project Date April 3, 1973

Listing of Career Education Materials That
Teachers Find Most Useful

Title of Material	Grade Level	Company or Source	Approx. Cost
	Games & Kits		
Career Games	8-14	Educ. Progress Corp. 8548 East 41st St. Tulsa, Oklahoma 74145	$ 75.00
Career Development Lab. (tape interviews)	8-14	Educ. Progress Corp.	210.00
Life Career Game excellent but requires several weeks to complete and is rather complicated	8-12	Palo Alto USD 25 Churchill Ave. Palo Alto, Calif. 94306	6.00
Widening Occup Roles Kit	6-9	SRA	160.00
Job Experience Kit (EXCELLENT)	5-12	SRA	130.00
DUSO D-1	K-2	Am. Guidance Serv. Inc.	98.00
D-2	3-4	Circle Pines, Minn. 55014	98.00
Focus on Self Development		SRA	
Stage One	K-2		95.00
Stage Two	2-4		110.00
Stage Three	4-6		115.00
Vocational Exploration Group Leader Kit** (EXCELLENT)	9-adult	Studies for Urban Man, Inc. P.O. Box 1039 Tempe, Arizona 85281	165.00

**Leader training required before purchase

	Transparencies		
Career Concept Transparencies	1-8	Educ. Service Center 6504 Tracor Lane Austin, Texas 78721	98.00
Guide to Finding a Job #72017-003	9-12	Tecnifax Holyoke, Mass. 01040	32.50

School CKAVTS Career Development Project Date April 3, 1973

Listing of Career Education Materials That
Teachers Find Most Useful

Title of Material	Grade Level	Company or Source		Approx. Cost
		FILMSTRIPS		
Foundations for Occupational Planning (captioned) Who Are You? What Do You Like to Do? What is a Job? What are Job Families? What Good is School?	5-9	SVE	approx.	25.00 set
Job Attitude Series	9-adult	Guidance Associates		
Why Work At All?		Pleasantville, N.Y.	10570	19.50
Trouble At Work				37.50
A Job That Goes Someplace				37.50
Liking Your Job and Your Life				37.50
Career Discoveries Series People Who Work in Science People Who Help Others People Who Create Art People Who Organize Facts People Who Influence Others People Who Make Things	5-9	Guidance Associates		37.50 ea.

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Listing of Career Education Materials That Teachers Find Most Useful

Title of Material	Grade Level	Company or Source	Approx. Cost
Materials for Teacher-Counselor Use			
Elementary Guide for Career Development	Elem.	Educ. Service Center 6504 Tracor Lane Austin, Texas 78721	$5.00
Occup. Info in Elem Sch.	Elem	SRA	5.85
NVGA Bibliography of Current Career Info.	all	APGA Headquarters 1607 New Hampshire Ave., NW Washington, D.C. 20009	2.00
Educators Guide to Free Guidance Materials	all	Educ. Progress Serv. Inc. Randolph, Wisconsin 53936	8.75
Career Educ Resource Guide		General Learning Corp. 250 James Street Morristown, N.J. 07960	4.25
Guide to Jobs for the Mentally Retarded		Am. Inst. for Research Pittsburgh, Penn.	7.50
Career Education: What it is and how to do it		Olympus Publishing Co. 955 East 9th St. South Salt Lake City, Utah 84102	4.00
DIMENSIONS OF PERSONALITY series Gr. 1: "Now I'm Ready" Gr. 2. "I Can Do It" Gr. 3: "What About Me" Gr. 4: "Here I Am" Gr. 5: "I'm Not Alone" Gr. 6: "Becoming Myself"		Pflaum/Standard 38 West Fifth St. Dayton, Ohio 45402	approx. 5.00 ea. (teachers ed.)